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ABSTRACT

A 1981-1982 performance report of a model child/parent service for rural handicapped and high-risk infants, toddlers, and their families (OUTREACH) is presented. Outcome data and various program materials are presented for the OUTREACH: Macomb 0-3 Regional Project (Western Illinois University), which provides an educational/remediation program, parent education, and assistance in replicating the program in rural communities. For each of the following objectives, information is presented on specific activities and accomplishments: 1) increase program awareness by national dissemination of information; 2) revise and develop instructional, management, and training plans and materials; 3) provide training and technical assistance in establishing and evaluating the project in other localities; 4) provide training and consultation services for working with handicapped young children and their families; 5) participate in national, state, and local coordination and activities related to the education of young handicapped children; 6) monitor and evaluate the quality and effectiveness of program activities; and 7) refine and disseminate model approaches for program activities. Appended materials include: evaluation results; activity announcements and agenda; evaluation forms; a list of fine motor skills, activity examples, and references; proceedings of the 1982 Handicapped Children Early Education Program (HCEEP) Rural Workshop; a directory of HCEEP First Chance Project in Illinois; sample site agreements; and three articles about the project, including a catalog of early education special eduction resources. (SEW)

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OUTREACH: Macomb 0-3 Regional Project

A Rural Child-Parent Service

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SPECIAL EDUCATION PROGRAMS

Program Performance Report
for
Handicapped Children's Early Education Program

Date of Report: September 27, 1982

Period of Report: July 1, 1981 to June 30, 1982

Grant Number: G008100874

Project Number: 024BH10051

Grantee Name and Project Name:

Western Illinois University
0-3 Rural Early Childhood Handicapped Child/Parent Service

Director: Patricia L. Hutinger, Ed.D.

U.S. DEPARTMENT OF EDUCATION
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5. Certification. I certify that to the best of my knowledge and belief this report (consisting of this and subsequent pages and attachment) is correct and complete in all respects, except as may be specifically noted herein.

Patricia L. Hutinger

Patricia L. Hutinger, Ed.D.
Project Director

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ACCOMPLISHMENT REPORTING

The data contained in this document constitute a report on the activities of the fourth year of the OUTREACH: Macomb 0-3 Regional Project, covering the period from July 1, 1981 to June 30, 1982. The paper is organized into main headings according to Project objectives and categories determined to be indicators of impact at the meeting for OUTREACH Projects in Reston, Virginia in September, 1980 (Swan, 1981). Appendices include documentation for the activities cited. Further documentation of activities completed during the first half of 1981, as well as summaries of the first three years of OUTREACH are contained in the OUTREACH proposal for fifth year funding, dated February, 1982.

Overview of Project

The OUTREACH: Macomb 0-3 Regional Project, a Child/Parent Service, is a rural model for handicapped and high risk infants, toddlers and their families, with continuation sites housed in two rehabilitation centers, one in McDonough County and the other in Fulton County, Illinois. The Project's model has effectively demonstrated the ability to function in a rural setting; establish rapport with families and agencies, and meet a variety of needs ranging from general awareness to specific training for work with handicapped young children and their families, with approval granted by the Joint Dissemination and Review Panel (JDRP) in June, 1980. OUTREACH activities have been broad and varied, ranging from establishing adoption sites to working with other First Chance Projects in Illinois in various Consortium activities.

The major goals of the model are two-fold:

1. To provide an effective educational/remediation program for optimal development of children with handicaps in rural areas.

2. To help parents who live in rural areas acquire skills and knowledge required to become more effective in dealing with their children.

Analyses of child-gain data from sites continue to indicate that the first goal is effectively met by Project activities, while parental satisfaction data indicate that parents perceived themselves as gaining skills and knowledge as a result of the model program implementation, supporting the effective accomplishment of the second goal.

OUTREACH Goals and Objectives

Project Goals

The major goals of the OUTREACH Project follow:

1. To increase high quality specialized services in rural areas to handicapped and high risk children from birth to six years of age and to their parents, through the development of new programs and the expansion and improvement of existing programs.
2. To develop an effective OUTREACH model for rural communities using components of the complete model demonstrated by the Macomb 0-3 Regional Project.

OUTREACH goals were delineated further in an invited presentation by the director at the OUTREACH Conference Project Directors meeting and are contained in an article entitled "A Rural Child/Parent Service OUTREACH Project: Basic Assumptions and Principles" in the proceedings document (Swan, 1981). The reader is referred to this article (in Appendix C of the OUTREACH proposal, February, 1982), as well as to previous progress reports and articles about the Project. A list of articles written about the Project is contained in Figure 1.

Meeting the OUTREACH goals results in an increase in the number and quality of programs for infants and young children in rural areas, further development and refinement of materials and curriculum for such projects, and a higher quality of intervention delivery strategies. The objectives of the Project are interrelated activities and impact in one area affects

Figure 1

Selected Articles About Macomb 0-3 Regional Project*

Date	Publication/Article
6/22/77	Hancock County Journal Pilot - "Macomb '0-3 Project' Helps Mothers of Disabled Cope - Agency Serving 10 in Hancock County"
2/11/78	Macomb Daily Journal - "Attacking Handicaps When They Begin"
5/04/78	Western Courier - "0-3 Project Helps Slow Developing Infants"
Summer/78	Illinois Council for Exceptional Children Quarterly - "Early Intervention Through Infant Programs: State of the Art." Vol. XXVII, No. 3, pp. 8-12.
1/79 - 2/79	Children Today - "The Baby Buggy: Bringing Services to Handicapped Rural Children"
12/79	Monograph No. 2 - MR/DD Services in Rural America . . . It Is Time - "The Macomb 0-3 Regional Project: A Service Delivery Model for Children Birth to Three in Rural Illinois." Vol. 1, No. 2, pp. 48-63.
1980	Rural Human Services: A Book of Readings - edited by H. Wayne Johnson Chapter 20: The Baby Buggy: Bringing Services to Handicapped Rural Children, by Patricia L. Hutinger and Nancy McKee
3/81	Education in Action - A Service of the U.S. Department of Education, Washington, D.C. - "Macomb 0-3 Regional Project: A Rural Child/Parent Service"
Spring/81	The Western Educator - College of Education Alumni Newsletter - "Programs for Rural Young Handicapped Children"
5/81	OUTREACH: Disseminating Programs, Coordinating Efforts, Documenting Impact - "A Rural Child/Parent Service OUTREACH Project: Basic Assumptions and Principles"
6/81	Making It Work in Rural Communities, Effective Strategies in the Collection and Analysis of Cost Data in Rural Programs, A Rural Network Monograph - "Collecting Cost Analysis Data in a Rural Home-Based Infant Project: The Macomb 0-3 Regional Project"
9/81	Making It Work in Rural Communities, Cost Effective Delivery Strategies in Rural Areas: Programs for Young Handicapped Children, Volume I, A Rural Network Monograph - "The Macomb 0-3 Regional Project, Western Illinois University, Macomb, Illinois."
Fall/81	The Western Educator - College of Education Alumni Newsletter - "Senator Percy Commends Program for the Handicapped"
3/82	Robinson, C., Davey, K., and Esterling, L. A Review and Catalog of Early Childhood Special Education Resources. Nebraska: University of Nebraska Medical Center, 1982. A-1, A-2, A-3, D-1, D-2, D-3, D-4, and D-5.
5/8/82	Canton Daily Ledger - "Sharing Centers: A Place for Learning"
1982	Trohanis, P., Cox, J. and Meyer, R. "A Report on Selected Demonstration Programs for Infant Intervention" in Finding and Educating High Risk and Handicapped Infants, ed. Ramey, C. and Trohanis, P. Baltimore: University Park Press, 1982, pp. 185-187 and 240.
6/82	Brookfield, J., Waldstein, A., Pelz, R., and LaCrosse, E. What's Where? A Catalog of Products Developed by HCEEP Projects, 2nd ed. U.S.: WESTAR, 1982, pp. 4, 31, 40, 107 and 108.
1982	"JDRP Approved Programs: Macomb 0-3 Regional Project: A Rural Child/Parent Service" in Benefits of Early Intervention for Special Children, Bailey, P.W., and Trohanis, P.L., Chapel Hill, North Carolina: TADScript '82, 1982, p. 38.

*See Appendix K for copies of recent selected articles about the Project.

and enhances activities and outcomes in other areas. Although primary focus is on the birth to three target population, specific components of the Project are also useful for the three to six year old population.

Highlights of the past year of OUTREACH services have been numerous and include activities with continuation and replication/adoption sites; a variety of HCEEP Rural Network activities; an extremely successful Second Annual Symposium on Infancy, co-sponsored with two other Illinois First Chance projects; a number of awareness presentations in Illinois, Oklahoma, Wisconsin, and other states; successful completion of data collection procedures on sites; as well as product development and revision. A summary of the indicators of impact from the fourth year of OUTREACH service is contained in Table 1.

Project Objectives

The first OUTREACH goal was met through the attainment of the following objectives:

1. Provide awareness services by disseminating throughout the nation information about the exemplary educational program developed by the Macomb 0-3 model.
2. Revise and develop project products, refine, produce, and package instructional, management, and training plans and materials (including media materials).
3. Stimulate high quality programs, provide training and technical assistance in the preparation, implementation and evaluation stages of a Macomb 0-3 adoption/replication.
4. Provide training to others; provide short term training in model component competencies and topics related to working with handicapped young children and their families.
5. Participate in national, state and local coordination and activities related to the education of young handicapped children.
6. Provide consultant services related to services for young children.
7. Monitor and evaluate the quality and effectiveness of the activities listed under 1.00, 2.00, 3.00, 4.00, 5.00, 6.00 and the quality and effectiveness of the results.

The second OUTREACH goal was met through the attainment of the following objective:

8. Refine and disseminate model approaches for OUTREACH activities.

Table 1

Indicators of Impact: July 1, 1981--June 30, 1982

1.00 Awareness

Number of persons requesting additional materials/ information by phone/letter	265
Number of persons visiting the demonstration site	95

2.00 Product Development/Distribution

Number of products available:	Papers	32
	Books	4
	Monographs	8
	Proceedings Document	2
	Directory	1
Number distributed		5196
Number of audiovisual materials		12
Number of times shown		23
Number of viewers		420
Number of children receiving new/improved services via use of selected materials		3810

3.00 Stimulating High Quality Programs

Number of children served at demonstration/ continuation site	47
Type of handicap of children served at demonstration/ continuation site	*
Number of children served at model adoption sites	87
Number of children served at component adoption sites	1024

4.00 Training

Number of college/university training programs incorporating model components	2
Number of handicapped children served by number of persons receiving criterion training	1763 children 60 professionals

*Developmentally Delayed, Seizures, Motor Delay, Down's Syndrome, Cerebral Palsy, Environmental Delays, Auditory Delay, Language Delay, Multihandicapped, Hydrocephaly, High Risk

4.00 Training (continued)	
Amount and source(s) of funding provided by others to support training experiences	$5349.57 State Depts., Local School Districts, Federal Funding
5.00 State Involvement/Coordination	
Recognized assistance in developing or amending state plans, state policies, or legislation	6
Recognized assistance in supporting new positions/structure for early childhood within State Department of Education or other state agencies	1
Number of publications developed and number distributed with project's assistance in program guidelines, license or certification, etc. developed	10 completed
distributed	2313
Demonstrated effectiveness in meeting various consortium objectives (e.g., referral networks)	
Birth-to-Three Symposium in conjunction with UCPI and other Illinois HCEEP Projects	1981 completed 1982 completed
Illinois First Chance Consortium Directory	published & distributed
Illinois Network for Parents	participating
0-3 Consortium	meetings held monthly
Illinois First Chance Consortium Technical Assistance Project	in progress
6.00 Other Technical Assistance/Consultation	
Number of children served with increased high quality services	4412
Number of persons receiving information on sources of funding, writing proposals, and receiving funding	18
Cost benefit consideration and analysis	5
Related projects funded	1

OUTREACH Services and Activities

A comprehensive listing of Project activities which have been completed during the 1981-82 project year is contained in the following pages. The target audience or participants for each activity along with the date of the service is indicated. In each case documentation or evaluation data have been included. The activities are listed according to the major objectives of the Project which include:

1.00 To provide awareness activities.

2.00 To revise and develop products.

3.00 To stimulate and develop adoption/replication sites.

4.00 To provide training to others.

5.00 To participate in national, state and local coordination and activities.

6.00 To provide consultant services.

7.00 To monitor and evaluate all activities undertaken by the staff.

8.00 To refine and disseminate model approaches to OUTREACH.

Target Population and Sites

The OUTREACH contacts in Iowa, Illinois, Wisconsin, Oklahoma, and Washington are well established. Rural Network activities during the 1981-82 project year resulted in further contacts in other states such as Idaho, South Dakota, Kansas and Nebraska. Contact with nearby Illinois sites was particularly profitable during the year, with cooperative efforts with the five county West Central Special Education Cooperative resulting in a number of joint activities and efforts. Project activities in the region were strengthened by the establishment of the 0-3 Consortium in the 1B Developmental Disabilities Region. The Project assumed monthly training responsibilities with this group (at their request) in cooperation with the Peoria 0-3 OUTREACH Project.

It seemed most feasible to maintain and stimulate sites nearby as much as possible in light of escalating travel costs. Many of the training schedules developed with individual sites called for a more direct contact between project and site staff (up to 20 days per year); proximity of sites to the Project office facilitated this contact.

Project adoptions are primarily intended for the birth to three age range; however, Project objectives also focus on young children from three to six. The Sharing Center component provides a least restrictive alternative, while the evaluation design of the project, as well as some aspects of home visits are applicable for projects serving older children.

Objective 1.00:

> Provide awareness services by disseminating throughout the nation information about the exemplary educational program developed by the Macomb 0-3 Model.

Activities for general and project specific awareness represented frequent contacts with the public, and involved a variety of methods for raising general awareness about birth to three services to handicapped and high risk young children. Figure 2 contains a listing of Project specific awareness activities, including publications, mass mailings, exhibits, awareness presentations, and materials distributed. Awareness techniques such as those listed in Figure 2 have been used to increase awareness in university students and faculty, members of the helping professions, legislators, various professionals, agencies and the public at large.

The OUTREACH staff has responded to questionnaires from various sources about the Project's services to young handicapped children. Awareness has also been increased through presentations by demonstration site staff members and visitations to their sites. The OUTREACH staff has been made aware of a number of incidents of third party impact where information about the Project or Project materials were distributed by a third party. A large number of materials were distributed to people in a variety of locations and positions. For example, 20 sets of Baby Buggy papers and other Project materials were purchased by the State Facilitator in Oklahoma for distribution across the state.* A special questionnaire on Impact of Materials was distributed to recipients of project materials; responses indicate that ideas from these materials have been incorporated into programs for early childhood handicapped.

As a result of the 1980 approval of the Project as an exemplary program by the Joint Dissemination and Review Panel, a descriptive entry and materials inventory were requested for inclusion in the 8th Edition of the NDN publication

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*Documentation materials on file in project office.

Educational Programs that Work. This entry is included in Appendix L of the OUTREACH Application from February, 1982.

Approval by the JDRP generated interest among state facilitators and state agency personnel who requested awareness materials and presentations. Procedures were developed for establishing, continuing and tracking contacts with state facilitators and state special education departments.

An assessment survey of state needs was conducted by telephone interviews and questionnaires mailed to state facilitators. The results of this needs assessment, which contributed to decisions regarding OUTREACH activities and target sites, are contained in Appendix L of the OUTREACH Application, dated February, 1982. Awareness materials were mailed with a letter to state facilitators prior to the phone interviews. The interview yielded data related to present needs for services to handicapped children from birth to three and an estimation of future needs.

State level awareness presentations have been made in Wisconsin, Oklahoma, and Illinois. One in Idaho was arranged, but is now on hold due to funding reductions in that state. Follow-up letters were sent to state facilitators in states where the Project has established sites and also in states where several sites were using our materials.

Awareness information is routinely sent to state and national senators and representatives, so that they can keep abreast of Project activities (see Figure 7, Activity 6.03 for details). Rural Network information is also distributed to them.

Articles describing the OUTREACH Project, the Macomb 0-3 Model and Project materials have appeared in numerous sources; all of which increase the awareness of the Project. These articles are listed in Figure 1.

Figure 2. Activities Accomplished for Awareness Objective

OBJECTIVE 1.00 Provide awareness services by disseminating throughout the nation information about the exemplary educational program developed by the Macomb 0-3 Model

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
1.01 Provide awareness materials to states through SIG's and NDN.			
- Provided awareness materials to states	7-1-81	Nebraska, Utah, Oklahoma, New Jersey, Illinois	Documentation in Appendix E,K of Outreach Application, February, 1982
- Conducted survey of state facilitators	1-82	State facilitators in Iowa, South Dakota, Oklahoma, Idaho, Illinois, Kansas, Minnesota, Ohio, Wisconsin	Documentation in Appendix L of Outreach Application, February, 1982
1.02 Participate in awareness activities.			
- Presentation at St. Francis High Risk Nursery; Peoria, Illinois	9-15-81 10-13-81	Staff of Neonatal Intensive Care Nursery (doctors, nurses, interns)	Documentation in Appendix K of Outreach Application, February, 1982 and in project files
- Presentations at Mt. Vernon, Illinois NDN Conference	10-29-81 10-30-81	Direct service personnel (special education, early education teachers)	Documentation in Appendix F, Outreach Application, February, 1982 Evaluation summary in Appendix A
- Presentation at Science for the Handicapped Conference, Western Illinois University	9-25-81	Direct service personnel, undergraduate and graduate students	Documentation in Appendix F, Outreach Application, February, 1982
- Presentation to Regional Developmental Disabilities Executive Directors Meeting	11-5-81	Directors of regional developmental disability programs	Documentation in project files
- Presentation at Research in Action Conference; Lubbock, Texas	3-31-82	Head Start personnel	Documentation in project files

Figure 2. Activities Accomplished for Awareness Objective (Cont.)

OBJECTIVE 1.00 Provide awareness services by disseminating throughout the nation information about the exemplary educational program developed by the Macomb 0-3 Model (cont'd.)

	ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
1.02 (cont'd)	- Presentation at Early Education Conference sponsored by Oklahoma State Department of Education	11-16-81	28 Direct service personnel from early education programs	Documentation in Appendix E of Outreach Application, February, 1982 Evaluation summary in Appendix A
	- Presentation in Western Illinois University classes in early childhood education, and in special education	9-25-81 10-6-81 2-24-82 5-5-82	Undergraduate early education students or special education students	Documentation in project files
	- Presentations at Regional Rural Workshop in Grand Island, Nebraska	4-29-82 4-30-82	Direct service personnel serving young children with handicaps	Workshop agenda in Appendix B
	- Presentation at University of Wisconsin - Eau Claire	6-10-82	Early education teachers attending one week workshop on Model programs	Workshop agenda in Appendix B Evaluation summaries in Appendix A
	- Meetings to discuss outreach services, future activities with early education/special education programs	11-20-81 1-7-82 1-8-82 1-12-82	Director of Developmental Disabilities, State of Idaho Director of Early Education Services Educational Service District 101, Spokane, Wash. Early Education Staff, Des Moines Public Schools, Iowa DMH/DD Project Coordinators for 0-3 Programs: Tazewell-Mason Counties; Henry and Stark Counties, Vermillion County Coordinator of UCP of Northwestern, Illinois	Establishment of Early Education State Conference in Idaho. Documentation in Appendix E, Outreach Application, February, 1982 Four requests for component adoption training
	- Provide for visitations to project offices, demonstration sites	7-1-81 to 6-30-82	Direct service personnel, local and state agency personnel and administrators	10 visits to continuation sites by interested personnel

Figure 2. Activities Accomplished for Awareness Objective (Cont.)

OBJECTIVE 1.00 Provide awareness services by disseminating throughout the nation information about the exemplary educational program developed by the Macomb 0-3 Model (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
1.03 Participate in selected professional conferences at the national, regional and local level.			
- "Strategies for working with Parents" HCEEP/DEC 1981 Conference	12-17-81	12 participants	Documentation in Appendix F, Outreach Application, February, 1982
- "Program Evaluation" HCEEP/DEC 1981 Conference	12-17-81	15 participants	Documentation in Appendix F, Outreach Application, February, 1982
- "Importance of Networking" DeKalb County Special Education Cooperative; Illinois	1-7-82	43 direct service personnel and administrators	Documentation in project files
- "Functional Curriculum" Infant Symposium; Illinois	3-25-82	24 direct service personnel	Session evaluation summary in Appendix A
- "Documenting Program Effectiveness" Infant Symposium; Illinois	3-26-82	13 direct service personnel	Session evaluation summary in Appendix A
- "Problems and Solutions to Providing Services to Young and Handicapped Children" Research in Action Conference	4-2-82	28 Headstart personnel	Documentation in Appendix K, Outreach Application, February, 1982 Session evaluation summary in Appendix A
- "Making It Work in Rural Communities" Research in Action Conference; Texas	4-1-82	Direct service personnel	Session evaluation summary in Appendix A
- "Transition Practices" CEC Conference; Texas	4-13-82	Direct service personnel	Documentation in Appendix F, Outreach Application, February, 1982
- "Problem Solving Through Pooling Community Resources" Regional Rural Workshop; Nebraska	4-29-82	Direct service personnel, administrators	Conference program in Appendix B

Figure 2. Activities Accomplished for Awareness Objective (Cont.)

OBJECTIVE 1.00 Provide awareness services by disseminating throughout the nation information about the exemplary educational program developed by the Macomb 0-3 Model (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
1.03 (cont'd) - "Documenting Program Effectiveness" National Rural Workshop; Utah	5-16-82	Direct service personnel, administrators	Documentation in project files
- "Strategies for the '80's: A Survival Kit for Rural Intervention Programs" The 2nd Annual Conference University of the South, Tennessee	6-25-82	Direct service personnel	Documentation in project files
1.04 Cooperate with other First Chance, SIG and NDN projects in awareness ventures.			
- Published First Chance Directory with other Illinois First Chance projects	10-81	School district cooperative administrators, state and regional agency personnel	442 Directories disseminated
- Participated in five day workshop on model early education projects at University of Wisconsin - Eau Claire with five other HCEEP projects	6-7-82 to 6-11-82	9 direct service personnel	Conference agenda in Appendix B Session evaluation summary in Appendix A
- Listed and described in NDN "Educational Programs That Work" 8th Edition	1981	Administrators, direct service personnel	Documentation in "Educational Programs That Work" (8th Ed.), Appendix L, Outreach Application, February, 1982
- Taught university course at WIU, invited other HCEEP projects to participate in presentations	7-81	12 direct service personnel	Documentation in Appendix F, Outreach Application, February, 1982

Figure 2. Activities Accomplished for Awareness Objective (Cont.)

OBJECTIVE 1.00 Provide awareness services by disseminating throughout the nation information about the exemplary educational program developed by the Macomb 0-3 Model (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
1.05 Maintain mailing activities.			
- Responded to requests for information	7-81 to 6-82	Administrators, direct service personnel, state agency personnel, parents, students	Sample request in Appendix E, Outreach Application, February, 1982
- Disseminated project print materials	7-81 to 6-82	Administrators, direct service personnel, state agency personnel, parents, students	334 products disseminated
- Loaned project media materials	7-81 to 6-82	Administrators, direct service personnel, state agency personnel, parents, students	23 media products loaned
- Developed and mailed newsletters to all programs, individuals on mailing list	7-81 to 6-82 (3 newsletters)	Administrators, direct service personnel, state agency personnel, parents, students	Sample newsletter in Appendix I, Outreach Application, February, 1982

Objective 2.00:

> Revise and develop project products, refine, produce, and package instructional, management, and training plans and materials (including media materials).

The Macomb Project continues to produce new materials and staff continue to find it necessary to revise and refine materials produced earlier to meet the demands of varying training situations. Awareness, curriculum, evaluation and audio-visual materials were developed and refined as indicated in Figure 3.

One major effort this year was the revision of the Core Curriculum. The revisions have been directed at increasing the specificity of the sequences of behaviors and improving the format of the materials. The curriculum has undergone review by outside experts in a number of fields of development. A sample of the Core Curriculum is included in Appendix F of this report.

All evaluation materials and forms used by the Project were revised during the current project year. These revisions allowed Project staff to obtain more valuable information from awareness, workshop and training session participants than had previously been possible. In addition, all evaluation materials were printed on paper having the project logo.

Another major activity, development, printing and dissemination of Rural Network Monographs, has continued to consume large percentages of staff time. A second series of monographs is currently in a draft phase and is scheduled to be completed by early Fall, 1982. The first series of monographs, eight in all, was distributed at the two National HCEEP Rural Workshops and at two Regional HCEEP Rural Workshops. Monographs have been mailed to all First Chance Projects and Rural Workshop participants. Twenty-nine copies of each were distributed to the new 1981-1982 demonstration projects through TADS, in August, 1981. Further, 107 copies of each monograph were mailed to the Special Education Programs Office (SEP) for distribution to state and SEP personnel at the request of Dr. William Swan. A proceedings document from the 1980 National HCEEP Rural Workshop in Nashville was distributed from this office and the proceedings document from the Second National HCEEP Rural Workshop in Oklahoma City was developed and disseminated from the Macomb 0-3 office. The Project serves as central office for the distribution of monographs, and helps maintain a rural mailing list. Monographs activities include securing writers, writing, securing readers, editing, typing, lay-outs, and final printing at Western Illinois University Press.

Another activity related to product dissemination is the use of a computer program to document sales of Baby Buggy materials, and to record evaluations. All materials are sold at cost, plus mailing expenses. The printouts, which provide an accurate record of the dissemination of materials, show that a number of products are purchased by state departments, universities and medical centers.

Figure 3. Activities Accomplished for Product Revision and Development Objective

OBJECTIVE 2.00 Revise and develop project products, refine, produce, and package instructional, management, and training plans and materials (including media materials)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
2.01 Refine and develop awareness materials.			
- Reorganized slide overview to reflect current status of project	3-82	Direct service personnel, administrators and community groups	Slide show available at project office.
- Refined product list to include new materials	7-1-81	All individuals on mailing list	Mailing list on file
- Developed new handout on outreach services	1-82	Direct service personnel, administrators and community groups	Handout in Appendix C
2.02 Refine and develop materials related to components of the model and component adoption.			
- Revised all project evaluation forms for: presentations workshops training follow - up site evaluation parent questionnaire	8-15-81 to 12-1-81	To be used with all personnel receiving component training, direct service personnel implementing components and parents in same projects	Revised forms in Appendix D
- Wrote paper describing sharing centers; philosophy and impact	5-82	Direct service personnel, administrators (written for inclusion in Rural Network Monograph on Parents).	Paper in Appendix E

Figure 3. Activities Accomplished for Product Revision and Development Objective (Cont.)

OBJECTIVE 2.00 Revise and develop project products, refine, produce, and package instructional, management, and training plans and materials (including media materials) (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
2.03 Revise Core Curriculum.			
- Core Curriculum revised and reviewed by experts	1-82 to 7-82	Direct service personnel serving children with handicaps who are age 0-3	Revised Core Curriculum in Appendix F
2.04 Revise and develop materials to use in training activities.			
- Handouts and transparencies developed for each presentation, training session and workshop	7-81 to 6-82	Direct service personnel administrators, parents, and university and community college students	Handouts in project files
- Developed paper on news releases	5-82	Direct service personnel and administrators	Paper in Appendix E
- Develop paper on proposal writing	6-82	Direct service personnel and administrators	Paper in Appendix E
2.05 Package materials in attractive manner, utilizing project logo.			
- Reprinted Baby Buggy papers in new format - Reprinted all awareness and evaluation materials using logo design	7-81 to 6-82	Those individuals requesting materials, those receiving training and participating in other project activities	Baby Buggy Papers available from Project. Reprint of awareness and evaluation materials in Appendices C and D.

Figure 3. Activities Accomplished for Product Revision and Development Objective (Cont.)

OBJECTIVE 2.00 Revise and develop project products, refine, produce, and package instructional, management, and training plans and materials (including media materials) (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
2.05 Developed products cooperatively with HCEEP Rural Network.			
- Awareness handout	6-82	Direct service personnel, administrators and parents interested in rural service delivery	Handout on file
- Developed, printed and distributed Proceedings Document from 2nd National Rural workshop	3-82	Direct service personnel, administrators and parents interested in rural service delivery	59 Proceedings Documents disseminated Proceedings Document in Appendix G
- Developed, printed and distributed three new rural monographs	8-81 9-81	Direct service personnel, administrators and parents interested in rural service delivery	3 monographs developed and printed 1815 monographs disseminated
- Preparing four new monographs (in draft)	6-82	Direct service personnel, administrators and parents interested in rural service delivery	Draft monographs in project files
- Recruitment and Retention of Staff In Rural Areas			
- Working with Parents in Rural Areas			
- Education/Health Care: relationship in Rural Areas			
- Dissemination and Awareness Activities in Rural Areas			
- Developed questionnaire on dissemination and awareness procedures	4-82	Direct Service personnel and administrators in rural service delivery	Handout on file

Objective 3.00:

> Stimulate high quality programs, provide training and technical assistance in the preparation, implementation and evaluation stages of a Macomb 0-3 adoption/replication.

During its fourth year of funding, the OUTREACH: Macomb 0-3 Regional Project continued to emphasize the stimulation of adoption sites. Early in the year procedures for stimulating replication of the model were clarified and revised with the outcome being the identification of three types of sites. An early education program becomes a Component Adoption Site, when the program staff receive assistance in the preparation, implementation and evaluation of one of the components of the model project (i.e., home visits, sharing centers, W.A.D.E. or core curriculum usage). Model Adoption Sites are those programs which choose to adopt all components of the model and to provide child gain and parent satisfaction data to the project. The third type of site is a Replication Site, a program which has previously adopted the entire model and, as a result of implementation of the model, can demonstrate significant child gain, compatible with data submitted by the original project for JDRP review.

Figure 4 details the activities undertaken with component and model adoption sites and with continuation sites. Table 2 lists each of the sites and the components which they have adopted. There are 17 component adoption sites; four model adoption sites and two replication/continuation sites.

Component and model adoption sites. Component and model adoption sites have received extensive time commitments from the OUTREACH staff this past year. For example, in one of the sites (ARC of Henry and Stark Counties), a Child Development Specialist was hired in July, 1981 to serve the two county area who had had no previous teaching experience and only a high school diploma. The supervisor of the program requested training for this individual leading to model adoption and the OUTREACH Project agreed to provide the necessary group and individual training experiences, follow-up programs and evaluation services. Over the course of the year, the Training Coordinator spent 20 days training this one person, usually individually because of her special needs, but, in a group whenever possible. By the end of the year the evaluations of the program showed that children with mild and moderate handicapping conditions were being adequately served by this teacher in home-based settings. Sharing Centers will be initiated in this program in the late summer of 1982.

This one example demonstrates the commitment made by the OUTREACH staff to quality, rather than quantity of training experiences. Each of the sites trained during the year have had enough direct contact with project staff to facilitate long-term change and growth in their programs. The "Satisfaction with OUTREACH Services Questionnaires" completed by these individuals attest the effectiveness of this procedure (summaries of these questionnaires are found in Appendix A).

Contact is maintained on an informal basis with previously established adoption sites. Phone calls, inclusion on the newsletter mailing list, and special invitations to project sponsored events are all means of maintaining this contact. For example, all sites which had adopted Sharing Centers were invited to a workshop in April on Sharing Centers; five sites attended and shared and updated information regarding this project component. Several sites have been helpful in demonstrating project components. When the Project prepared an NDN proposal in an attempt to obtain further funding for dissemination of the Macomb 0-3 Model, several of the adoption/replication sites wrote letters expressing their willingness to participate in training personnel and serving as demonstration sites. Those letters can be found in the NDN Preservice/Inservice Proposal dated June, 1982.

Continuation sites. The Macomb 0-3 Regional Project has had two continuation sites, secured during the third model demonstration year, 1978. In McDonough County, the 0-3 Project is housed in the McDonough County Rehabilitation Center (MCRS), while in Fulton County, the Project is housed in the Community Workshop and Training Center. Table 3 provides descriptions of the resources at these sites.

Continuation sites regularly are involved with the OUTREACH staff in the following activities: training and consultation in model utilization, techniques of working with handicapped children and their parents, product development and dissemination, as well as other topics needed by the sites' staff members. Regularly scheduled site staff meetings are held in the OUTREACH office. Data on child gain, parent and staff satisfaction, satisfaction with OUTREACH services, and CDS (Child Development Specialist) competencies are maintained. In turn, the MCRC site has served as a demonstration of model components for training sessions conducted by OUTREACH staff. These activities are specified in section 3.06 of Figure 4.

The MCRC is located in Macomb and serves residents of McDonough County in a 12 month program which currently serves 31 handicapped or delayed children. The full-time CDS at the MCRC is Cathy (Hommel) Cunningham who has been with the Project since the beginning of the model development phase. In 1975 she was one of the co-director's graduate assistants. In June, 1981, she received her M.S. degree in Education. Ms. Cunningham has received a broad range of unique training activities since starting her work and is indeed a highly qualified, skilled professional in working with both families and very young handicapped children. Her co-worker is Marilyn Peterson, who has a M.S. in Elementary Education; since she is new to the program, she has been involved in training with OUTREACH staff this past year.

The Community Workshop is located in Canton and serves residents of Fulton County. On August 15, 1980, Pam Smith was hired as CDS for that site. She has experience in working with juveniles and four years of experience serving infants prior to her work as CDS for the 0-3 Project Community Workshop.

Figure 4. Activities Accomplished for Site Stimulation Objective

OBJECTIVE 3.00 Stimulate high quality programs, provide training and technical assistance in the preparation, implementation, and evaluation stages of a Macomb 0-3 Model adoption/replication

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
3.01 Conduct initial assessments, contacts to identify potential adoption sites.			
- Meeting with staff of Henry-Stark counties ARC	10-19-81	Administrators (state, regional and local) in early intervention programs	Training leading to component adoption requested from seven sites
- Meeting with staff of Tazewell-Mason counties 0-3 program	10-22-81 3-25-82		
- Meeting with Project Director of Lake McHenry Regional Program	7-81		
- Meeting with 0-3 staff of LaSalle County Easter Seal Program	10-7-81		
- Meeting with Early Education Program Social Worker in Region 12 AEA, Sioux City, Iowa	4-30-82		
- Meeting with staff of 0-3 program in Covington, Kentucky	3-26-82		
- Meeting with coordinator of 0-3 program in Vermillion County, Illinois	6-30-82		
- Conducted needs assessment in selected states with NDN, SIG personnel	1-82	Iowa, South Dakota, Oklahoma, Idaho, Illinois, Kansas, Minnesota, Ohio and Wisconsin	Needs assessment results in Appendix L, Outreach Application, February, 1982.

Figure 4. Activities Accomplished for Site Stimulation Objective (Cont.)

OBJECTIVE 3.00 Stimulate high quality programs, provide training and technical assistance in the preparation, implementation, and evaluation stages of a Macomb 0-3 Model adoption/replication (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
3.01 (cont'd) - Meeting with selected stage agency, SIG, NDN personnel	10-26-81 4-29-82	Illinois, Nebraska, Kansas, Minnesota, Idaho, Iowa personnel	Documentation in project files
3.02 Complete adoption agreements with new sites.			
- U.C.D. of Greater St. Louis: W.A.D.E. Adoption	7-20-81	Adoption site administrators and direct service personnel	Seven component or model adoption agreements signed Samples in Appendix I
- Henry and Stark Counties, Illinois ARC: Model Adoption	10-28-81		
- Tazewell-Mason Counties 0-3 Program, Illinois: Model Adoption	11-3-81		
- Lasalle County Easter Seal Program, Illinois: Sharing Centers Adoption	11-12-81		
- Lake McHenry Regional Program, Illinois: Sharing Centers Adoption	11-16-81		
- Area Education Agency 12, Sioux City, Iowa: Sharing Center Adoption	6-30-82		
-Vermillion County 0-3 Program, Danville, Illinois: Sharing Center Adoption	6-30-82		

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Figure 4.

Figure 4. Activities Accomplished for Site Stimulation Objective (Cont.)

OBJECTIVE 3.00 Stimulate high quality programs, provide training and technical assistance in the preparation, implementation, and evaluation stages of a Macomb 0-3 Model adoption/replication (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
3.03 Develop training schedules with adoption sites.			
- Group training sessions scheduled	7-81 to 6-82	Component and model adoption rate staff	Training session listed in Activity 3.04 Sample training session announcements in Appendix B
- On site training sessions scheduled			
3.04 Conduct training for new adoption sites:			
- Home Visit Training	10-19-81 11-24-81 2-26-82	Adoption Site Staff	Training session evaluation summary, Appendix A
- Sharing Center Training	10-26-81 10-30-81 11-16-81		
- W.A.D.E. Training	7-20-81 5-10-82		
- Assessment Training	3-2-82		
- Management Systems Training	12-3-81 12-4-81 5-6-82		

Figure 4. Activities Accomplished for Site Stimulation Objective (Cont.)

OBJECTIVE 3.00 Stimulate high quality programs, provide training and technical assistance in the preparation, implementation, and evaluation stages of a Macomb 0-3 Model adoption/replication (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
3.05 Provide for systematic follow-up for new adoption sites.			
- Telephone conferences	7-1-82 & then fortnightly for model sites	Adoption site staff	Documentation in project files
- Site visits Henry & Stark Counties ARC Holiday School, Tazewell-Mason Counties Lasalle County Easter Seal	11-21-81 3-11-82 3-19-82 5-10-82 5-14-82	Adoption site staff	Documentation in project files Evaluation of outreach services in Appendix A
- Follow-up visits to project offices for training	2-18-82 2-19-82 4-26-82 6-3-82	Adoption site staff	Documentation in project files
- Follow-up evaluations of program	11-12-81 2-13-82 3-25-82 6-14-82	Adoption site staff	Component evaluations in project files
3.06 Provide systematic follow-up services for continuation sites and previous adoption sites. (Continued on next page)			

Figure 4. Activities Accomplished for Site Stimulation Objective (Cont.)

OBJECTIVE 3.00 Stimulate high quality programs, provide training and technical assistance in the preparation, implementation, and evaluation stages of a Macomb 0-3 Model adoption/replication (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
3.06 (cont'd) - Continuation site staff meetings	8-10-81 9-17-81 10-23-81 10-27-81 12-16-81 1-9-82 3-25-82 5-19-82	Continuation site staff, direct service staff (3 Child Development Specialists) and administrators (2).	Outreach Service Evaluation summaries in Appendix A Sample minutes from staff meetings in Appendix J
- Consultive services to continuation sites to conduct child assessments	11-12-81 11-16-81 12-2-81 2-2-82 2-5-82 3-26-82	Continuation site staff, project children and their families	Documentation in project files
- Training sessions	1-26-82 2-18-82 2-19-82 2-26-82 5-19-82 6-3-82	Continuation site staff	Outreach service evaluations summary in Appendix A Training session evaluation summary in Appendix A
- Observation and evaluation activities	12-3-81 12-9-81 1-25-82 1-28-82 2-1-82 2-10-82 3-10-82	Continuation site staff	Site evaluation on file in project office

Figure 4. Activities Accomplished for Site Stimulation Objective (Cont.)

OBJECTIVE 3.00 Stimulate high quality programs, provide training and technical assistance in the preparation, implementation, and evaluation stages of a Macomb 0-3 Model adoption/replication (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
3.07 Provide training for staff members who will then serve as trainers			
- Participation in "Strategies for Parent Involvement" as as student (WIU summer class)	7-13/24-81	Project Dissemination Coordinator	Documentation in Appendix F, Outreach Application, February, 1982
- Attendance at presentation by Harris Gabel (Vanderbilt University) on parent training	8-24-81	Project Director, Project Dissemination Coordinator	Documentation in project files
- Attendance at workshop by Harris Gabel on parent training	8-25-81	Project Dissemination Coordinator	Documentation in Appendix F, Outreach Application, February, 1982
- Attendance at training session in administration of the Adaptive Performance Instrument	8-25/26-81	Project Dissemination Coordinator, Continuation Site Staff	Documentation in Appendix F, Outreach Application, February, 1982
- Consultation from David Shearer (Utah State) on site stimulation, product development and dissemination	9-26/27-81	All project staff	Agenda for consultation found in Appendix B
- Attendance at workshop on time management by Dominic Parisi (Loyola University)	10-1-81	All project staff	Minutes from meeting found in Appendix K of Outreach Application, February 1982

Figure 4. Activities Accomplished for Site Stimulation Objective (Cont.)

OBJECTIVE 3.00 Stimulate high quality programs, provide training and technical assistance in the preparation, implementation, and evaulation stages of a Macomb 0-3 Model adoption/replication (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
3.07 (cont'd) - Attendance at grant writing workshop (WIU)	10-5/6-81	All project staff	Documentation in project files
- Consultation from Michael Woodard (T.A.D.S.)	10-19/21-81	All project staff	Documentation in project files
- Attendance at Faculty Development Programs: Integrating Personal and Professional Goals (WIU)	1-13/15-81	Project Director, Project Dissemination Coordinator	Documentation in project files
- Consultation from David Shearer on curriculum development	1-26/28-81	All project staff	Agenda found in Appendix B
- Attendance at workshop "Working with Parents", Harris Gabel	1-29/30-82	Project Dissemination Coordinator, Continuation Site Staff	Agenda found in Appendix B
- Consultation from Michael Woodard on the consulting process	2-26/28-81	All project staff	Agenda found in Appendix B
- Observation and evaluation of staff presentations leading to staff training activities	7-1-81 to 6-30-82	All project staff	Documentation in project files

Table 2

Macomb 0-3 Project Adoption Sites

Number of Staff, and Number of Children Served

MODEL ADOPTION SITES

Name and Address of Agency	Number of Full and Part Time Staff	Number of Children Served
*Iowa Area Education Agency #16 Burlington, IA	2 Full Time	16
*Wee Care Day Care Center 425 North Prairie Avenue Macomb, IL	1 Part Time	8
Holiday School Pekin, IL	2 Full Time 1 Part Time	47
Association For Retarded Citizens in Henry and Stark County, IL	1 Full Time	16

COMPONENT ADOPTION SITES

Sharing Centers

Name and Address of Agency	Number of Full and Part Time Staff	Number of Children Served
Blackhawk Area Special Education District 814 30th Avenue East Moline, IA	3 Full Time	50
United Cerebral Palsy of Dane Co., Inc. 2 West Mifflin Street Room 209 Madison, WI 53703	2 Full Time	15
*Community Counseling Center 4409 Main Street Quincy, IL	2 Full Time 1 Aide 3 Support	50
Little Egypt Early Childhood Program Karnak, IL	2 Full Time 3 Aides	26
*University Pre-School 11 Horrabin Hall Western Illinois University Macomb, IL	2 Full Time 6 Aides	43
Southern Prairie AEA #15 Box 55, R.R. #5 Ottumwa, IA	1 Full Time 1 Aide 2 Support	26

Table 2 (cont.)

Name and Address of Agency	Number of Full and Part Time Staff	Number of Children Served
Southern Prairie AEA #15 Fairfield, IA	1 Full Time 1 Aide 1 Support	20
Southern Prairie AEA #15 Sigourney, IA	1 Full Time 1 Aide 1 Support	18
Project NOW - Home Start Program Rock Island, IL	10 Full Time	120
Lake McHenry Regional Program Gurnee, IL	11 Full Time	400+
LaSalle County Easter Seal Ottawa, IL	2 Full Time	40
Vermilion Mental Health and Developmental Center, Inc. Danville, IL	3 Full Time 1 Part Time	45
Riverside-Good Counsel, Inc. Covington, KY	35 Full Time	50
WADE		
Bushnell-Prairie City Preschool 856 North Main Street Bushnell, IL	3 Full Time	35
Colchester Pre-School Early Childhood Special Education District Colchester, IL	1 Full Time	18
Area AEA #16 Iowa Wesleyan College Main Street Mt. Pleasant, IA	3 Full Time 1 Part Time	10
United Cerebral Palsy Association of Greater St. Louis St. Louis, MO	25 Full Time	84

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*Replication sites that were invited to serve as demonstration sites in the NDN project, and who agreed.

Table 3. Macomb 0-3 Direct Service Continuation Site Resources for 1981-82.

Site	Amount of Funding	Source of Funding	Number of Children and Families Served	Number of Staff	Qualifications of Staff	Location of Physical Facility
McDonough County Rehabilitation Center Director: Jim Starnes	$28,000	Illinois Department of Mental Health Developmental Disabilities Title XX County tax funds (708) Other fees and donations	Total served since beginning 1978-1981: 108 Current Caseload 1981-1982: 31	1.75 FTE	M.S., Early Childhood Physical Therapist (R.P.T.) M.A., Elementary Education	900 South Deere Rd Macomb, Illinois
Community Workshop Training Center Director: Judy Zimmerman	$26,000	Illinois Department of Mental Health Developmental Disabilities Fulton County Board for the Handicapped	Total served since beginning 1978-1981: 97 Current Caseload 1981-1982: 16	1.50 FTE	B.S., Education (Early Childhood Certification) M.S., Special Education	500 North Main St. Canton, Illinois

Objective 4.00:

> Provide training to others; provide short term training in model component competencies and topics related to working with handicapped young children and their families.

Training sessions conducted by the OUTREACH staff continue to be in response to local, regional and state requests and include workshops, conferences, and demonstrations, lectures, simulated activities, audio-visual presentations, and workshops. Figure 5 contains comprehensive information on the various types of staff development/training conducted by the OUTREACH staff.

As in the previous two summers, a summer course was again offered in 1981 through Western Illinois University with the Project Director functioning in her role as Professor of Education. This two week, intensive three semester hour graduate course, El. Ed. 675, entitled, "Strategies for Effective Parent/Family Involvement in Programs for Very Young Children" included 12 participants with a variety of backgrounds. As in the past, the course was designed to include contents related to handicapped children and to incorporate the cooperative assistance of personnel from the Illinois First Chance projects in the State of Illinois, including Project RHISE, Peoria 0-3, HI-MAPS, and Project Pre-Start. Evaluations of this course are included in the OUTREACH proposal, dated February, 1982.

In addition to the opportunity to present content in summer graduate courses, the OUTREACH staff has also been invited to make presentations to a number of university and community classes throughout the school year.

One of the major training efforts undertaken by the OUTREACH staff were the monthly 0-3 Consortium Meetings for Region 1B Developmental Disabilities Programs in Illinois. Monthly training sessions were conducted for an average of 20 parent/infant educators in conjunction with the Peoria 0-3 OUTREACH Project. Training topics were selected each month by those attending the sessions. Seven of these meetings were held in 1981-1982.

Personnel attending training sessions this year included parent/infant educators, pre-school handicapped teachers, day care and Head Start personnel, nurses, students, and other support professionals and paraprofessionals. Project sponsored workshops, conferences and in-services provided training in specific topics in the field of Early Childhood Handicapped Education.

Figure 5. Activities Accomplished for Training Objective

OBJECTIVE 4.00 Provide training to others; provide short term training in model component competencies and topics related to working with handicapped young children and their families

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
4.01 Conduct inservice workshops for selected agencies on topics related to project competencies, and topics related to programs for young handicapped children.			
- "Working with Parents" sponsored by project (Harris Gabel)	8-24-81	23 Direct service personnel	Documentation in Appendix F Outreach Application, February, 1982.
- Inservice training for special education aides in Tazewell/Mason County Special Education Cooperative (Normal Development, working with parents)	8-21-81	19 Direct service personnel	Training evaluation in summary in Appendix A
- Adaptive Performance Instrument Workshop co-sponsored by the project and West Central Ill. Spec. Ed. Cooperative	8-26/27-81 8-28-81	13 Direct service personnel 37 Direct service and administrative personnel	Documentation in Appendix F, Outreach Application, February, 1982 Documentation in Appendix F , Outreach Application, February, 1982
- Inservice workshop at Warren Achievement Center, Monmouth, Illinois (working with parents)	10-2-81	17 Direct service personnel serving children with handicaps	Training evaluation summary in Appendix A
- Parent Involvement Conference cosponsored by Iowa Dept. of Public Instruction, Macomb 0-3 Project, Project RHISE and Peoria 0-3 Project	11-19/20-81	Direct service personnel serving children with handicaps	Training evaluation summary in Appendix A Documentation letters in Appendix E of Outreach Application, February, 1982

Figure 5. Activities Accomplished for Training Objective (Cont.)

OBJECTIVE 4.00 Provide training to others; provide short term training in model component competencies and topics related to working with handicapped young children and their families (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
4.01 (cont'd) - Assessment Procedures Workshop for Project FINIS staff, Marshalltown, Iowa,	11-30-81	17 Direct service personnel serving young children with handicaps	Training evaluation summary in Appendix A
- Curriculum and Parent Involvement Workshop at Tazewell-Mason Special Education Cooperative	3-12-82	Direct service personnel	Training evaluation summary in Appendix A
- Transition Practices Workshop at Hancock County, Illinois Teacher Institute	2-11-82	5 Direct service personnel serving young children	Documentation in project files
- Organization development, implementation and evaluation of Regional 0-3 Consortium Meetings	9-2-82 10-7-81 11-23-81 1-26-82 3-2-82 4-26-82 6-14-82	Direct service personnel from all 0-3 programs in Developmental Disabilities Region (average attendance of 20).	Sample agenda in Appendix B Documentation in project files
4.02 Sponsor 3 semester hour graduate course at W.I.U.			
- "Strategies for Effective Parent Involvement"	7-13/24-81	Direct service personnel, graduate students	Course description in Appendix E of Outreach Application; February, 1982.
- Participants: Project RHISE staff Hi-MAPS staff Pre-start staff Ill. Board of Education representative Neonatal Intensive Care Staff			Training evaluation summary in Appendix A

Figure 5. Activities Accomplished for Training Objective (Cont.)

OBJECTIVE 4.00 Provide training to others; provide short term training in model component competencies and topics related to working with handicapped young children and their families (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
4.03 Cosponsor Second Annual Infant Symposium with Project RHISE and Peoria 0-3 Project. - Planned conference - Arranged for speakers - Made presentations - Conducted evaluations	3-25/26-81	Direct service personnel and administrators from programs serving young children with handicaps Medical personnel Undergraduate and graduate students Parents	Symposium agenda in Appendix B Evaluation summary in Appendix A

Objective 5.00:

> To participate in national, state and local coordination and activities related to the education of young handicapped children.

The focus of the project has expanded from state and regional coordination and activities to an extensive involvement with cooperative efforts at the national level, particularly in relation to the HCEEP Rural Network. A complete listing of all national, state and local activities may be found in Figure 6.

Staff members have actively participated in the Illinois First Chance Consortium, strongly supporting its goals and objectives through active leadership, participation in network sponsored or approved events and in initiating activities such as the Infant Symposium and summer university course at Western Illinois University. The Project Director was elected chairperson of the Consortium for a second year in the fall of 1981. A major thrust of this group's cooperative effort this past year was the production of a directory listing HCEEP projects in the state and describing services to handicapped children from birth to eight offered by Illinois First Chance projects. A state wide technical assistance network was developed by the First Chance projects to provide assistance to school districts and special education cooperatives in planning and implementing inservice programs for early education/special education staff and support service personnel.

The Macomb Project, with two other Illinois First Chance projects, conducted a two day Infant Symposium in March. Nationally and internationally recognized special educators, as well as others serving birth to three handicapped children and their families, lectured and interacted with the 72 participants who came to Peoria from Illinois, Iowa, Kentucky and Wisconsin, as well as from other states for the workshop. The Project Director served as an introductory speaker, made a major presentation and served as co-facilitator for two other panels. The Training Coordinator worked with the other two projects in planning the symposium and also made a presentation.

OUTREACH Project personnel have maintained a close working relationship with Ms. Lynn Moore, who became the Early Childhood Education Specialist at the Illinois State Board of Education in the fall of 1981. The efforts to develop a state wide technical assistance program by the First Chance Consortium have been coordinated with Ms. Moore and with the support of a grant for $1,400 from the State Board of Education.

Extensive involvement with the HCEEP Rural Network has been developed over the last two project years. In 1981, Patricia Hutinger was elected chairperson of the Rural Network; she also serves as Editor-in-Chief of a series of Rural Monographs. She represented the Project at all Rural Network board meetings and served on the National Rural Network Workshop Planning Committee.

Project staff are involved in the production of the rural monographs which cover a variety of topics specific to rural areas but adaptable to the urban scene. The manuscripts are written and coordinated by administrators and staff of projects from all over the country, as well as others who have long been active in the birth to three movement in rural areas.

Other coordinated efforts with regional, state and national agencies and projects are detailed in the following pages.

Figure 6.

Figure 6. Activities Accomplished for National, State, Local Coordination Objective

OBJECTIVE 5.00 Participate in national, state, and local coordination and activities related to the education of young handicapped children

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
5.01 Plan and participate in HCEEP Rural Network Activities.	9-23/25-81	Patricia Hutinger, Vice Chairperson	Sample agenda in Appendix K of Outreach Application, February, 1982 Documentation in project file
- Attend Rural Network board meetings	12-8/10 81 1-25/26-82 4-14-82 5-5/8-82		
- Attend regional and national Rural workshops and make presentations	4/30/82-5-2-82 5-5/8-82	Administrators, direct service personnel, state agency personnel, parents and students	Workshop agenda in Appendix B
- Chair Rural Network	7-82	Chairperson: Patricia Hutinger	Documentation in project files and in Appendix K, Outreach Application, February, 1982.
- Disseminate Rural Network monographs	7-1-81 to 6-30-82	Direct service personnel and administrators	1815 monographs disseminated
- Prepare new monographs, assist in reviewing, editing and printing monographs and conference proceedings documents	7-1-81 to 6-30-82	Direct service personnel and administrators	4 monographs printed 4 monographs now in draft form 2 proceedings documents printed
- Chair Midwest Regional Network	6-12-81 to 6-30-82	Chairperson: Patricia Hutinger	Documentation in project files

Figure 6. Activities Accomplished for National, State, Local Coordination Objective (Cont.)

OBJECTIVE 5.00 Participate in national, state, and local coordination and activities related to the education of young handicapped children (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
5.01 (cont'd) - Served on Rural Network Incorporation Committee	12-8-81 to 6-30-82	Patricia Hutinger, member of committee	Documentation in project files
- Served on Task Force for fund raising	5-8-82 to 6-30-82	Patricia Hutinger, Task Force member	Documentation in project files
5.02 Plan and participate in Illinois First Chance Consortium activities.			
- Develop agenda for Consortium meetings	7-1-81 to 6-30-82	Staff of HCEEP demonstration and outreach projects in Illinois	Sample agenda in Appendix K of Outreach Application, February, 1982.
- Serve as chairperson for Consortium	7-1-81 to 6-30-82	Chairperson: Patricia Hutinger	Documentation in project files
- Attend Consortium meetings	10-1/2-81 12-10-81 3-24-82 4-21-82 6-2-82	Project Director and selected project staff	Documentation in project files
- Coordinate development, edit and print Illinois First Chance Directory	10-81	Administrator, direct service personnel in school districts and cooperatives and state and regional agency personnel	Directory in Appendix H

Figure 6. Activities Accomplished for National, State, Local Coordination Objective (Cont.)

OBJECTIVE 5.00 Participate in national, state, and local coordination and activities related to the education of young handicapped children (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
5.02 (cont'd) - Disseminate First Chance Directory	10-81 to 6-30-82	Administrator, direct service personnel in school districts and cooperatives and state and regional agency personnel	442 First Chance Directories disseminated
- Prepare grant proposal requesting funding for symposium sponsored by members of Consortium	11-12-81	Merril-Lynch	Proposal not funded Documentation in project files
- Co-sponsor Second Annual Infant Symposium in Peoria, Illinois (Required organizational meetings, telephone contacts)	3-25/26-81	Direct service personnel and administrators serving young children with handicaps Medical personnel Undergraduate and graduate personnel Parents	Symposium agenda in Appendix B Cooperative effort documentation in project files and in Appendix K, Outreach Application, February, 1982.
5.03 Plan and participate in cooperative INTERACT activities.			
- Participate in INTERACT meetings to identify competencies needed by 0-3 teachers and to write monograph	2-10/12-81 4-13/15-81	Teacher Training Programs Programs serving young children with handicaps	Documentation in project files and in Appendix K, Outreach Application, February, 1982

Figure 6. Activities Accomplished for National, State, Local Coordination Objective (Cont.)

OBJECTIVE 5.00 Participate in national, state, and local coordination and activities related to the education of young handicapped children (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
5.04 Participate in cooperative local agency activities.			
- Attend Interagency Council Meeting	9-16-81 2-17-82 3-17-82 4-14-82	Personnel from local social service agencies	Documentation in project files
- Conduct child assessments for local Special Education Cooperative	5-82	Special Education Cooperative staff	Documentation in project files
- Assist in preschool screening program Henry & Stark Counties, Illinois	5-14-82	50 children in Henry County	Documentation in project files
- Cooperative efforts on child follow-up study with staff of St. Francis Neonatal Intensive Care Unit, Peoria, Illinois	12-17-81 1-20-82 4-19-82 5-24-82	Regional medical personnel	Documentation in project files and in Appendix K, Outreach Application, February, 1982
- Assist local special education cooperative and local pediatricians in determining need for recruiting pediatric psychiatrist to area	4-6-82	Local medical personnel and local administrator from Special Education Cooperative	Documentation in project files
- Co-sponsor Assessment workshop for school district staff in area	8-26/27-81	Direct service personnel, administrators from local Special Education Cooperative	Documentation in Appendix F of Outreach Application, February, 1982

Figure 6. Activities Accomplished for National, State, Local Coordination Objective (Cont.)

OBJECTIVE 5.00 Participate in national, state, and local coordination and activities related to the education of young handicapped children (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
5.04 (cont'd) - Participated in an "Issues and Answers" session on funding for special education for local special education cooperative	3-07-82	Special educators and care providers from five county areas	Documentation in project files
- Participated in Science Conference for local school districts at Western Illinois University	9-25-81	Teachers and school personnel from districts in Illinois	Documentation in Appendix F of Outreach Application, February, 1982
5.05 Serve on committees and boards as invited and as such service meets project assumptions.			
- Serve on committee on Training and Recruiting Personnel In Rural Areas, T.A.D.S.	5-18/20-82	Patricia Hutinger, committee member	Documentation in Appendix B
- Serve on board of directors of Illinois UCP	7-1-81 to 5-15-82	Patricia Hutinger, member, Board of Directors	Documentation in project files and in Appendix K, Outreach Application, February, 1982.
- Serve as Chairperson of Illinois UCP's Professional Services and Advisory Committee	7-1-81 to 5-15-82	Chairperson: Patricia Hutinger	Documentation in project files and in Appendix K, Outreach Application, February, 1982

Figure 6. Activities Accomplished for National, State, Local Coordination Objective (Cont.)

OBJECTIVE 5.00 Participate in national, state, and local coordination and activities related to the education of young handicapped children (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
5.05 (cont'd) - Serve on board of directors for Wee Care	7-1-81 to 6-30-82	Patricia Hutinger: member, Board of Directors	Documentation in project files
- Serve on Planning Committee for Very Special Arts Festival	7-1-81 to 6-30-82	Patricia Hutinger, member, Planning Committee	Documentation in project files and in Appendix K, Outreach Application, February, 1982

Objective 6.00:

> Provide consultant services related to services for young children.

Consultant services requested from and provided by the staff of the OUTREACH Project ranged from consultation about individual children to information about interagency cooperation, funding sources, cost effectiveness data and curriculum to consulting with graduate students on master's degree projects. The consultative activities of the staff for the fourth year of OUTREACH are enumerated in Figure 7.

The Project Director has maintained an on-going consultative role with the West Central Illinois Special Education Cooperative, providing consultation on diagnostic procedures, and least restrictive alternatives with the Director and Preschool Coordinator. They have collaborated to develop a plan to coordinate birth to three services with the public school programs.

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Figure 7. Activities Accomplished for Consultation Objective

OBJECTIVE 6.00 Provide consultant services related to services for young handicapped children

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
6.01 Provide consultive services to students concerning services for young handicapped children.			
- Thesis advisement	7-2-81 7-10-81 7-28-81 8-4-81	Graduate students at Western Illinois University	Documentation in project files
- Training in assessment	7-26/28-81	Graduate students at Western Illinois University	Documentation in project files Documentation in Appendix F, Outreach Application, February, 1982.
- Advisement of students in services for young children	7-28-81	Graduate students at Western Illinois University	Documentation in project files
- Provide materials for projects, papers, class presentations	11-11-81	Graduate students at Western Illinois University	Documentation in project files
6.02 Consultant service to state agencies.			
- Provide WIU course descriptions	8-12-81	Iowa Department of Public Instruction	Documentation in project files
- Respond to request for project information	10-14-81	Louisiana State Planning Council for Developmental Disabilities	Request in Appendix E of Outreach Application, February, 1982
- Provide information on program costs for proposed state legislation for mandated 3-5 services	8-19-81	Temple University Law School	Request in Appendix E of Outreach Application, February, 1982

Figure 7. Activities Accomplished for Consultation Objective (Cont.)

OBJECTIVE 6.00 Provide consultant services related to services for young handicapped children (cont'd.)

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
6.03 Provide consultant services to local and state legislators.			
- Provide project awareness materials and Rural Network materials	7-1-81 7-7-81	Senator Percy Congressman Railsback	Documentation in project file
- Attend coffee hours for congresspersons	7-1-81 12-8-81	Senator Percy	Documentation in project file
- Provide materials regarding effectiveness of early intervention to state legislator/ lobbiests	11-3-81	Carroll Hughes (Ferris, Illinois)	Letter in Appendix E of Outreach Application, February, 1982.
6.04 Provide consultant services to programs serving young children with handicaps.			
- Assistance in grant proposal preparation	9-22-81	Northwest Child Development Center; Powell, Wyoming	Letter in Appendix E, Outreach Application, February, 1982
- Sent copy of first year demonstration project proposal	10-2-81	Holmes County Training Center; Holmesville, Ohio	Letter in Appendix E, Outreach Application, February, 1982.
- Provided update on curriculum materials	9-29-81	TADS; Curriculum Resources for Infants	Documentation in project files
- Two day consultation on program administration	12-24-81 1-11-81	Chisago County Developmental Achievement Center; Chisago County, Minnesota	Evaluation in Appendix A

Objective 7.00:

> Monitor and evaluate the quality and effectiveness of the activities listed under 1.00, 2.00, 3.00, 4.00, 5.00, 6.00, and the quality and effectiveness of the results.

Outreach services evaluation. Evaluation procedures conducted following Project sponsored activities indicate an overall satisfaction with OUTREACH efforts. Evaluations were conducted for all awareness, staff development and model/component adoption activities as well as on disseminated products. The results of these evaluations were used to monitor the quality and effectiveness of the various OUTREACH activities; procedures, format, materials of the different activities were modified as needed based upon feedback from the participants in the OUTREACH sessions. Figure 8 lists all monitoring and evaluation activities.

Computerized systems continued to be developed and revised by the Project's Computer Programmer as needed to keep track of those using Project materials. The computer record includes names, addresses, dates, and materials with follow-up evaluations added to the computer record as they are received. This system allows for easy access to valuable information about the use of Project materials. Evaluations of materials indicate that they are having impact on many other programs (results of the computer system are included in Appendix J of the OUTREACH Application, February, 1982).

The time spent and the costs of various OUTREACH activities can be obtained from the Staff Activities Accountability Program (SAAP). This system has been used by both the OUTREACH staff and continuation site staff in order to document time and cost information on OUTREACH services and model activities. An article about the use of SAAP has been published in Effective Strategies in the Collection and Analysis of Cost Data in Rural Programs, Making It Work in Rural Communities: A Rural Network Monograph (Black, T. and Hutinger, P., 1981). It is entitled, "Collecting Cost Analysis Data in a Rural Home-Based Infant Project: The Macomb 0-3 Regional

Project." The Project Director was asked to write an article about the use of SAAP in rural programs by Michael Hagen, Ed.D., who directs a model school-age program in Montana (this paper is contained in Appendix E).

Model implementation evaluations. Child gain scores on the Alpern-Boll and the REEL are maintained at the continuation sites and the two model adoption sites on a schedule similar to that used during the three-year demonstration period. These scores will be analyzed by Dr. John Irwin, now of Lexington, Kentucky. His report and a sample of child data from sites is contained in Appendix O of the OUTREACH Application, February, 1982.

Evaluations of each component of the model being used by adoption sites are completed for each site during the year. The forms used in this evaluation have been revised in the past year and are included in Appendix D. These evaluations are used to target further training needs for the staff at particular sites and to determine the degree to which the site is successfully implementing the model component.

Child follow-up evaluations. An attempt is currently underway to systematically follow up on children who were previously in the project. This follow-up was initiated late in the third project year and has continued during the fourth year in cooperation with the director of the West Central Special Education Cooperative who permitted us to obtain data on children. Thus far, 36 children have been located.

Figure 8. Activities Accomplished for Evaluation Objective

OBJECTIVE 7.00 Monitor and evaluate the quality and effectiveness of the activities listed under 1.00, 2.00, 3.00, 4.00, and 6.00, and the quality and effectiveness of the results

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
7.01 Refine existing materials used to evaluate sites who adopt the model.			
- Revised Home Visit, Sharing Center and W.A.D.E. on-site evaluation forms	Winter 1982	Component and model adoption site personnel	Evaluation forms in Appendix A
- Revised Parent Satisfaction questionnaire	Spring 1982	Component and model adoption site personnel	Questionnaire in Appendix D
7.02 Refine existing materials used to evaluate effectiveness of awareness, training activities			
- Revised evaluation forms for awareness presentation, consultations, staff development, and training activities	Winter 1982	Participants in awareness, consultation and training sessions	Evaluation forms in Appendix D
7.03 Evaluate all activities listed under 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0 and the quality and effectiveness of the results	7-1-81 to 6-30-82	Project staff	See "Evaluation Results" for Objectives 1,0, 2.0, 3.0, 4.0, 5.0, 6.0, and 8.0

Objective 8.00:

Refine and disseminate model approaches for OUTREACH activities.

The major activities related to this objective during the past year has been the dissemination of information regarding the management and organizational practices employed in the Project Director and staff. A paper written by Patricia Hutinger, "A Rural Child-Parent Service OUTREACH Project: Basic Assumptions and Principles" articulates the Project's approach to OUTREACH activities; this has been disseminated along with information regarding the Staff Activities Accountability Program (SAAP) and the computer tracking system for products and evaluation data. Figure 9 contains particulars of these activities.

Figure 9. Activities Accomplished for Model OUTREACH Approaches Objective

OBJECTIVE 8.00 Refine and disseminate model approaches for Outreach activities which can be used by others

ACTIVITY	DATE	TARGET AUDIENCE	DOCUMENTATION/EVALUATION RESULTS
8.01 Refine and disseminate basic assumptions			
- Dissemination of paper written by Patricia Hutinger entitled "A Rural Parent - Child Service OUTREACH Project: Basic Assumptions and Principles"	7-1-81 to 6-30-82	Outreach personnel and other interested individuals	Paper in Appendix C, Outreach Application, February, 1982
8.02 Refine and disseminate model procedures for accomplishing selected outreach activities			
- Disseminate information regarding Staff Activities Accountability Program	7-1-81 to 6-30-82	Direct service personnel and administrators	Documentation in project files
- Disseminate information regarding computer tracking system	7-1-81 to 6-30-82	Direct service personnel and administrators	Documentation in project files
- Development of microcomputer software for Staff Activities Accountability Program	6-82	Outreach personnel	Documentation in project files

Project Administration

OUTREACH Staff

The following staff positions were filled for the fourth year of OUTREACH:

Project Director (half time): Patricia Hutinger, Ed.D.

Dissemination Coordinator (full time): Bonnie Smith-Dickson, M.A.

Training Coordinator (three quarter time): Kathleen McCartan, Ph.D.

Secretary (full time): Laurel Husted (4-81 to 10-81)
Mary Haney (11-81 to 7-82)

Brief job descriptions may be found in the OUTREACH proposal dated February, 1982. Vitae for staff are contained in Appendix K of this report.

Both the Project Director and the Dissemination Coordinator have had previous experience working with the OUTREACH: Macomb 0-3 Regional Project. The Training Coordinator position was filled early in the project year by a person who had had previous experience in training, working with preschool handicapped children and with federal grants. The secretary (Laurel Husted) resigned her position in October because of a family move; she was replaced by Mary Haney who had much previous secretarial experience. The Director and both Coordinators had the opportunity to engage in staff development and training activities in the form of university classes, seminars, workshops, and conferences. Figure 5 provides a listing of these activities.

Additional Personnel

The work done by the OUTREACH staff during the fourth year was enhanced by a number of persons not on a full-time staff basis. Activities accomplished included the following:

- Program evaluation and revision of project materials (parent training and staff development)
- Planning and development of training packages for training staff to work with families

-Training on strategies for working with parents and in-service presentation on the same

-Training on the Adaptive Performance Instrument (A.P.I.) in-service in conjunction with West Central Illinois Special Education Cooperative

-Evaluation of and suggestions for production and dissemination of Project materials

-Staff development and strategies for awareness dissemination of Project

-Strategies for impacting at state level and follow-up on marketing and packaging of Project materials

-Development and refinement of awareness materials, project products, publications and staff development in consultation techniques

-Evaluate, edit, develop format for Core Curriculum revision

-Development and revision of the Macomb 0-3 Core Curriculum

-Review and revision of the competencies for child development specialists

-Development of plans, procedures for project training activities and rural monograph product

-Development of a staff training package and evaluation

-Development of activities, adaptations for Core Curriculum revision

-Computer programming 0-3 dissemination materials and budget

-Evaluation activities and microcomputer data processing activities

-Evaluation activities for Project

Advisory Council

The Advisory Council is made up of nine members whose function is advisory in nature rather than policy-making. Members are advocates for the Project and serve on task forces or consult as necessary. Membership currently includes Dr. Patricia Hutinger, Project Director; Mr. Michael Lewis, Administrator of Warren Achievement School, Monmouth, Illinois; Mrs. Winona Malpass, interested member of the community possessing an advanced degree, nurse's training, and prior experience in special education; Mr. James Starnes, Director of the McDonough County Rehabilitation Center, Macomb (also a continuation site); Dr. Donald Troyer, Chairperson of the Department of Elementary Education, Western Illinois University; and Dr. Ronald Dente, Director of Special Education AEA #16, Burlington, Iowa. Informal contacts with individual advisory council members are made frequently thoughout the year and Dr. Dente served as a consultant to the project during the fourth project year.

Summary

This section concludes the "Accomplishment Reporting" portion of the OUTREACH: Macomb 0-3 Regional Project Progress Report. JDRP approval has projected the Macomb Project into national recognition and cooperative efforts at the state level in several states. The Project staff's leadership in the HCEEP Rural Network has increased the project visability in rural areas and the cooperative efforts with other rural projects throughout the nation. Efforts within the state, such as the Illinois First Chance Consortium and the Regional 0-3 Consortium, are other examples of the effort made by the Project to provide services to programs serving young children with handicaps in the most cost effective, efficient manner. The quality time commitment to adoption sites, and the extensive work in training of others speak to the need for the project's services in the area of staff development and site stimulation and training. Even without the prospect of federal funding for a fifth year of OUTREACH, numerous requests for awareness, staff development and training activities are still being received by the Project staff. These activities will continue to the degree possible, utilizing personnel throughout the country already trained in model components who can serve as trainers of others and under the auspices of Western Illinois University. There remains a pressing need for upgrading the quality and quantity of services to young children with handicaps and their families. The need for training professionals and paraprofessionals to work as parent/infant program staff also remains. There is much work still to be done.

References

Hutinger, P. A rural child/parent service outreach project: Basic assumptions and principles. In 1980 HCEEP Outreach Project Directors' Conference Proceedings Document, edited by William Swan, May, 1981.

Hutinger, P. Collecting and analyzing cost data in a rural home-based infant project. In Black, T. and Hutinger, P. (Eds.) Making it work in rural communities: Effective strategies in the collection and analysis of cost data in rural programs. Macomb, Illinois: The Rural Network, Western Illinois University Press, 1981.

APPENDIX A. OUTREACH SERVICE EVALUATION RESULTS

ElEd 675 Strategies for Effective Parent/Family
Involvement in Programs for Very Young Children

July 13-24, 1981

Course Evaluation

Please check one:
3 Early childhood teacher
3 Early childhood supervisor/coordinator
0 Support staff
0 Nursery school staff
0 Parent
6 Other (specify) P.I.E. - 1
Public School Teacher - 3
1st Grade Teacher - 2

Please check one: Affiliated with:
6 Public school program
1 Public school program for handicapped 3-5
0 Private school program for handicapped 3-5
4 0-3 Program
0 Head Start
1 Day Care
0 Other

Number of handicapped children you serve Total - 64
(1 - 10children; 1 - 12children; 1 - 17children;
1 - 25 children; 8 - 0 children)

Please check one response for each category (1,2,3):

	1	2	3
1. Dr. Hutinger's sessions	9 very informative	7 very interesting	6 very worthwhil
	3 informative	4 interesting	5 worthwhile
	not informative	not interesting	not worthwhile

Comments: Great deal of information covered well in short time; organization was very good; resources were excellent; resource people were helpful; felt course was treated as graduate level should be; topic was covered in depth.
Did not share your enthusiasm for Knowles.

2. Julie Carter's presentation	7 very informative	3 very interesting	4 very worthwhil
	4 informative	9 interesting	7 worthwhile
	not informative	not interesting	not worthwhile

Comments: Presentation on the first day was hard to follow due to preoccupation with orienting myself to class requirements; it was too much for the first day. Interest was not high, since I already had the information.

3. Teresa Savage's and Beth James' (Peoria 0-3) presentation

10 very informative	10 very interesting	7 very worthwhil
2 informative	1 interesting	4 worthwhile
___ not informative	___ not interesting	___ not worthwhile

Comments: Very good; it helped me to establish a list of helping people for parental needs; their commitment and involvement was very encouraging; I appreciated their format of presentation and wealth of experiences shared.

4. Ron Schmerber's presentation (Project Pre Start)

9 very informative	7 very interesting	5 very worthwhil
3 informative	4 interesting	6 worthwhile
___ not informative	___ not interesting	___ not worthwhile

Comments: Dynamic and at ease with the group; easy to listen to and understand; relaxed atmosphere; helps me to zero in on listening to parents; wish he would have given more information on his program; appreciate his approach - "human vs. professional".

5. Val Feldman's presentation (HI-MAPS)

1 - not present

11 very informative	7 very interesting	5 very worthwhil
___ informative	3 interesting	5 worthwhile
___ not informative	___ not interesting	___ not worthwhile

Comments: Well prepared - easy to listen to; nice to learn about people doing such great things with kids; helpful in finding out about hearing impairment, communication and language needs; "Signs of Love" was outstanding - a copy should be available in library.

6. Steve Smith's & Dick Rundall's Presentations (Project RHISE)

8 very informative	3 very interesting	4 very worthwhil
3 informative	9 interesting	7 worthwhile
___ not informative	___ not interesting	___ not worthwhile

Comments: Dick's material was excellent, but his style was hard to follow. Information about accepting W.A.R. cycle was helpful; good information, but needed more group involvement to keep our interest; spent too much time reading materials to us.

7. How would you rate the following general aspects of this course?

			excellent		average		poor
M = 1.75	a.	Facilities	1	2	3	4	5
M = 1.25	b.	Organization and planning	1	2	3	4	5
M = 2.25	c.	Pre-course information	1	2	3	4	5
M = 2.18	d.	Registration process	1	2	3	4	5
M = 1.75	e.	Choice of activities	1	2	3	4	5
M = 1.45	f.	Coordination of activities	1	2	3	4	5
M = 1.25	g.	Child evaluation materials available	1	2	3	4	5
M = 1.16	h.	Books, resource materials available	1	2	3	4	5
M = 1.75	i.	Audio-visual materials used	1	2	3	4	5
M = 2.36	j.	Assignments	1	2	3	4	5

8. How would you rate the following?

			highly useful		useful		not useful
M = 2.58	a.	Textbook	1	2	3	4	5
M = 1.36	b.	Handouts	1	2	3	4	5
M = 1.45	c.	Resource materials	1	2	3	4	5
M = 1.27	d.	Resource persons	1	2	3	4	5
M = 2.00	e.	Audiovisual materials	1	2	3	4	5
	f.	Assignments					
M = 1.58		1. Research articles	1	2	3	4	5
M = 1.25		2. Bibliography	1	2	3	4	5
M = 1.50		3. Parent plan	1	2	3	4	5
M = 1.91		4. Readings	1	2	3	4	5
M = 2.50		5. Journal	1	2	3	4	5

9. On a scale of 1 to 5, how would you rate the overall course?

	excellent		average		poor
M = 1.41	1	2	3	4	5

10. Is the time scheduled this summer convenient for such a course?

12 Yes

0 No A better time would be ____________________

11. What would you change in order to improve this course in the future?

Needed more detailed explanation of requirements and grading on the first day, so we could get started on work immediately.

Need one or two more weeks for course - to lessen pressure.

Less emphasis on Knowles; too much sitting - needed two breaks.

Good information, but need less emphasis on 0-3 population.

Offer as extension course - so more people would have access to it.

12. What other such courses/workshops would you like to see us offer? List specific topics, if you wish. Suggest timing for scheduling, if you wish.

Workshops on specific handicaps, such as Down's Syndrome.

Specific techniques/strategies for working with language problems

Course which dealt more with 5-7-year-old children

Gifted workshops

Teacher effectiveness training

Diagnosing delayed development and methods of helping condition

Materials for early childhood education - new products, strategies.

13. Other comments. . .

Learned a great deal about improving and expanding parent involvement programs.

Would like to see more days for workshop.

Evaluation of Presentation

OUTREACH: Macomb 0-3 Regional Project

Date of Presentation: August 21, 1981

Name (Optional): ______

Sponsoring Agency: Tazewill-Mason County Special Education

Occupation: Teacher Aides-15; Teachers-3; Cert. Occup. Ther. Associate-1

Number of Handicapped children you serve: Average - 20 (Total - 672)

Presentation topic: Early Childhood Growth Development & Working With Parents

Overall the presentation was:

6 excellent 12 good 1 fair ___ poor

Please answer the following questions using this code:

NA-Not applicable 1-Never 2-Sometimes 3-Often 4-Always

1. Was the presentation informative?
   NA 1 2 3 4 3.28
2. Was the presentation clear and readily understandable?
   NA 1 2 3 4 3.53
3. Did the presenter(s) demonstrate knowledge and skills related to the Project?
   NA 1 2 3 4 3.57
4. Did the slides give a clear picture of the work done by Project staff?
   NA 1 2 3 4 2.77
5. Did the presenter(s) answer questions satisfactorily?
   NA 1 2 3 4 3.54
6. Did the presentation result in a personal realization of the importance of early intervention?
   NA 1 2 3 4 3.02

GENERAL COMMENTS:

Very informative - adequately incorporated all areas
Good group involvement
Excellent overall topic - a needed area of learning
Very nice presentation - made me feel worthwhile
Made my position seem more important
Good idea to have

Evaluation of Presentation

OUTREACH: Macomb 0-3 Regional Project

Date of Presentation: October 2, 1931

Name (Optional): Total - 17

Sponsoring Agency: Warren Achievement School

Occupation: Teachers - 15; Speech Pathologist - 1; Director - 1

Number of Handicapped Children You Serve: Total - 130

Presentation Topic: Parent Involvement

Overall the presentation was:

8 excellent 9 good ___ fair ___ poor

Please answer the following questions using this code:

NA-Not Applicable 1-Never 2-Sometimes 3-Often 4-Always

1. Was the presentation informative?
   NA 1 2 3 4 N = 3.47
2. Was the presentation clear and readily understandable?
   NA 1 2 3 4 N = 4.00
3. Did the presenter(s) demonstrate knowledge and skills related to the Project?
   NA 1 2 3 4 N = 3.88
4. Did the slides give a clear picture of the work done by Project staff?
   NA 1 2 3 4 NA
5. Did the presenter(s) answer questions satisfactorily?
   NA 1 2 3 4 N = 3.88
6. Did the presentation result in a personal realization of the importance of early intervention?
   NA 1 2 3 4 N = 3.79

GENERAL COMMENTS:

Speaker was well prepared - easy to talk to - good 'listener'
Good performance
Brought out a lot of thoughts which are so often forgotten regarding parents' thoughts and feelings on having handicapped children.
Excellent presentation- involving us in 'brainstorming' was especially effective
Really enjoyed presentation - good way to remind us of others' feelings
Very informative

EVALUATION OF TRAINING

For Component or Model Adoption

Date(s) of training session: 10-26-81

Sponsoring agency: Macomb 0-3 Regional Project

Presenter: Dr. Kathleen McCartan

Workshop topic: Sharing Center Training

Name (optional): ____________

Occupation: Parent/Infant Educators-2

Number of Handicapped Children You Serve: 40-50

Overall the training session was:

____ excellent
2 good
____ fair
____ poor

Please answer the following questions using this code:

NA - not applicable
1 - lowest score
2
3 - average
4
5 - highest score

1. Was the format of the training session appropriate?

NA 1 2 3 x 4 5 3.5

Comments: ____________

2. Were the A/V materials helpful as instructional tools?

NA 1 2 3 4 5 3.5

Comments: Gave good basic concept of what sharing centers are

3. Were written materials used during the training helpful as instructional tools?

NA 1 2 3 4 5 3.0

Comments:

4. Did the trainer(s) formulate objectives for the session?

NA 1 2 3 4 5 4.0

Comments: Objectives were laid out prior to our coming.

5. Did the trainer(s) meet the objectives for the session?

NA 1 2 3 4 5 3.5

Comments:

6. Do you feel you understand the Macomb 0-3 Project model and the services provided by the OUTREACH staff?

NA 1 2 3 4 5 4.5

Comments:

7. Did the training session provide you with new information?

NA 1 2 3 4 5 3.5

Comments:

8. Did the training satisfactorily prepare you to implement the components of the Macomb model which the program is adopting or replicating?

NA 1 2 3 4 5 4.0

Comments:

9. Do you think the Macomb 0-3 Project model or model components will work in your program?

NA 1 2 3 4 5 4.0

Comments: Looking forward to trying out Sharing Centers!

10. Will your program change as a result of this training session?

NA 1 2 3 4 5 3.0

Comments: ______________________________

11. Did the trainer(s) answer questions satisfactorily?

NA 1 2 3 4 5 4.0

Comments: ______________________________

12. Do you have any suggestions for improvement of the training session?

Asking trainees what they need right off is a slow way to begin.

13. What were the strengths of the training session?

We got alot of practical tips on how to design the center for best interaction and stimulation.

14. What follow-up services would you like to request from the OUTREACH staff following this training?

Feed-back on how the sessions are going.

E 1.1
10/81

EVALUATION OF PRESENTATION

Date of Presentation: 10/29/81

Sponsoring Agency: Mt. Vernon, Illinois Conference/Illinois Facilitator Center

Presentor: Dr. Katie McCarten

Presentation Topic: Awareness

Name (optional): 4 attended

Number of Handicapped Children You Serve: 79 children - total

Overall the Presentation Was:

3 excellent
1 good
______ fair
______ poor

Please answer the following questions using this code:

NA - not applicable
1 - lowest score
2
3 - average
4
5 - highest score

1. Was the presentation informative?
   NA 1 2 3 4 5 N = 5.00
2. Did you gain new knowledge as a result of the presentation?
   NA 1 2 3 4 5 N = 4.66
3. Audio-visual materials used during the presentation were helpful instructional aids.
   NA 1 2 3 4 5 N = 4.66

Two people did not fill out this page.

4. Was information presented in a clear and understandable manner?

   NA 1 2 3 4 5 N = 4.50

5. Did the presentor(s) answer questions satisfactorily?

   NA 1 2 3 4 5 N = 4.50

6. Do you wish to receive more information about the Macomb 0-3 Regional Project and the available outreach services?

   2 yes ______ no

7. Comments:

   Really appreciated your presentation - nice to hear what other programs are doing.

EVALUATION OF PRESENTATION

Date of Presentation: 11/16/81

Sponsoring Agency: Oklahoma State Department of Education

Presentor: Dr. Patricia L. Hutinger

Presentation Topic: Macomb 0-3 Regional Project

Name (optional): 23 attended

Number of Handicapped Children You Serve: > 827 children - total

Overall the Presentation Was:

18 excellent
8 good
1 fair
_____ poor

Please answer the following questions using this code:

NA - not applicable
1 - lowest score
2
3 - average
4
5 - highest score

1. Was the presentation informative?
   NA 1 2 3 4 5 N = 4.44
2. Did you gain new knowledge as a result of the presentation?
   NA 1 2 3 4 5 N = 4.14
3. Audio-visual materials used during the presentation were helpful instructional aids.
   NA 1 2 3 4 5 N = 4.14

4. Was information presented in a clear and understandable manner?

NA 1 2 3 4 5 N = 4.60

5. Did the presentor(s) answer questions satisfactorily?

NA 1 2 3 4 5 N = 4.71

6. Do you wish to receive more information about the Macomb 0-3 Regional Project and the available outreach services?

25 yes ______ no

7. Comments:

Nice presentation - appreciate the handouts.
Good - just wish we could start one soon.
Good ideas; Enthusiastic, practical presentation.
Thanks for coming to Oklahoma - sounds like you've worked really hard to develop a successful program.
Enjoyed your presentation - I'd like to come & learn more from you.
Sharing centers sound great for Oklahoma.
Thank you for your excellent presentation.
Really interesting.
Large amount of useful information.

5100-D23614-7/79

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319

STANDARDIZED EVALUATIVE OPINIONNAIRE

SUMMARY

This is the official Summary of the Special Study Institute (SSI) described below. In Part I, "Registration N" reflects the total number of persons attending the SSI. The "N", "X" and "%" for each aspect reflect the number of persons responding to that aspect, the mean of the responses and that percentage of the Registration N. In the scale, the range is indicated by circling the highest and lowest rating and connecting them with a horizontal line. The "N" reflects the number of persons indicating each rating. The "Discounted" column reflects the number of Opinionnaires which could not be considered because they were not correctly completed. In Part II, the "N" reflects the number of persons responding to each item and that percentage of the Registration N. In the scale, "%" reflects the percentage for the item and the "N" reflects the number of persons indicating each rating. The "Discounted" column reflects the number of Opinionnaires which could not be considered. In Part III, the "N" reflects the number of persons responding to that item and "%" reflects that percentage of the Registration N. In the scale, the "N" reflects the number of persons indicating each rating and "%" reflects the percentage for that item. The "Discounted" column reflects the number of Opinionnaires which could not be considered. For "Strengths" and "Weaknesses", "# of Responses" reflects the number of persons who made a written comment and "%" reflects that percentage of the Registration N. One copy of the Summary should be filed with the Project Director within 30 days following the SSI.

SSI Date: November 19-20, 1981 SSI Number: 1800

SSI Title: PARENTAL INVOLVEMENT CONFERENCE

AEA #: Evaluator's Name: SUMMARY

PART I. Overall Evaluation. This part of the Opinionnaire requests your evaluation of this inservice program from an overall perspective--the inservice program as a package offering.

REGISTRATION N: 30

1. Organization:	N: 30	100 %	X̄: 3.43	Excellent Poor	4 N: 15	3 13	2 2	1 0	0 0	Discounted 0
2. Objectives:	N: 30	100 %	X̄: 3.30	Clearly Met Not Met	4 N: 16	3 9	2 3	1 2	0 0	0
3. Presenter(s):	N: 30	100 %	X̄: 3.43	Excellent Poor	4 N: 16	3 11	2 3	1 0	0 0	0
4. Ideas:	N: 29	97 %	X̄: 3.00	Creative Dull	4 N: 7	3 16	2 5	1 1	0 0	1
5. Activities:	N: 29	97 %	X̄: 2.83	Meaningful Boring	4 N: 7	3 11	2 10	1 1	0 0	1
6. Content should prove:	N: 30	100 %	X̄: 3.10	Very Beneficial No Benefit	4 N: 12	3 11	2 5	1 2	0 0	0
7. Overall, this training was:	N: 30	100 %	X̄: 3.13	Excellent Poor	4 N: 12	3 12	2 4	1 2	0 0	0

PART II. Personal Evaluation. This part of the Opinionnaire requests your evaluation of your overall participation or "set" in this inservice program.

Instructions: Indicate (by marking "X" or "✓") in the space provided the term which best reflects your status.

		Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Discounted
1. I initiated or participated in discussion.		20 %	57 %	20 %	3 %	0 %	0 %
N: 30 100 %	N:	6	17	6	1	0	0
2. I attempted to be positive and constructive in my criticism.		57 %	37 %	6 %	0 %	0 %	0 %
N: 30 100 %	N:	17	11	2	0	0	0
3. I was usually attentive to what the instructor(s) was(were) presenting.		57 %	37 %	6 %	0 %	0 %	0 %
N: 30 100 %	N:	17	11	2	0	0	0
4. I was usually open-minded for what the instructor(s) was(were) presenting.		67 %	30 %	3 %	0 %	0 %	0 %
N: 30 100 %	N:	20	9	1	0	0	0
5. I attended all sessions and completed all assignments required as an integral part of this inservice program.		70 %	23 %	7 %	0 %	0 %	0 %
N: 30 100 %	N:	21	7	2	0	0	0
6. I needed this kind of inservice training.		50 %	27 %	17 %	0 %	6 %	0 %
N: 30 100 %	N:	15	8	5	0	2	0

PART III. Strengths and Weaknesses. This part of the Opinionnaire requests your evaluation with respect to the merit of this inservice program and provides an opportunity to express your views with respect to strengths, weaknesses, or both, if any, which contributed to the success or failure of the training for you.

Instructions: In item 1, indicate (by marking "X" or "✓") in the space provided the term which best reflects your view. In items 2 and 3, if you choose, carefully write or print your views.

N: 30 100 %

1. Compared to other inservice programs I have participated in, this inservice program was:

	Superior	Above Average	Average	Below Average	Inferior	First Participation	Discounted
	20 %	50 %	23 %	7 %	0 %	0 %	0 %
N:	6	15	7	2	0	0	0

2. Strengths, if any:

N of Responses: 27 90 % of Registered N

3. Weaknesses, if any:

N of Responses: 23 77 % of Registered N

E 4.1
10/81

EVALUATION OF WORKSHOPS OR IN-SERVICES

OUTREACH: Macomb 0-3 Regional Project

Date: November 30 - December 1, 1981

Sponsoring Agency: AEA 6/FINIS

Name (optional): Total - 17

Occupation: Teacher - 8; Nurse Pract. - 1; Therapist - 3; Consultant - 1 Clinician - 3; Supervisor - 1

Number of Handicapped Children You Serve: Total - 710

Workshop Topic: Adaptive Performance Instrument

Presenter: Dr. Kathleen McCartan

Overall the presentation was:

12 excellent
5 good
____ fair
____ poor

Please answer the following questions using this code:
NA - not applicable
1 - lowest score
2
3 - average
4
5 - highest score

1. Was the content of the workshop appropriate for your needs?

NA 1 2 3 4 5 N = 4.76

Comments: Seems to be very efficient system of data collection; will be using API as assessment tool; good organizer of information we already acquire; good explanations

2. Did you gain new knowledge as a result of this workshop?

NA 1 2 3 4 5 N = 4.17

Comments: New way of organizing knowledge

3. Was the presenter well prepared?

NA 1 2 3 4 5 N = 4.87

Comments: Very organized - was flexible; knows API very well.

4. Did the presenter demonstrate expertise in his/her field?

NA 1 2 3 4 5 N = 4.94

Comments: Very competent, enthusiastic; obviously well informed about the test.

5. Did the presenter respond to questions satisfactorily?

NA 1 2 3 4 5 N = 4.76

Comments: Very helpful; very willing to hear other people's comments and questions regarding test format, etc.; very willing and gave thorough answers; very enthusiastic and willing to answer questions.

6. Were A/V materials used in the presentation helpful as instructional aids?

NA 1 2 3 4 5 N = 4.70

Comments: Video of you doing API was great - much help; helped to see how to score; videotapes and monitors were very helpful.

7. Were written materials used in the presentation helpful as instructional aids?

NA 1 2 3 4 5 N = 4.76

Comments:

8. Are you interested in receiving training or other services from the Macomb 0-3 Regional Project OUTREACH staff?

yes______ no______

Comments: This question was not on old form which was used for this evaluation.

E 3.1
10/81

EVALUATION OF CONSULTATION

Date of visit: ______

Agency: ______

Name of Consultant: ______

Name (optional): Rori J. Johnson

Purpose of Consultation: Assistance in Program Planning systems; Community Awareness; Establishment of Center-based Infant Educ. Program

Length of Time of Consultation: Approximately 6 hours.

Overall the consultation was:

- ______ excellent
- x good
- ______ fair
- ______ poor

Please answer the following questions using this code:

NA - not applicable
1 - lowest score
2
3 - average
4
5 - highest score

1. Did the consultant formulate objectives related to his/her visit?

   NA 1 2 3 4 [✓ 5]

   Comments: Objectives had been formulated prior to actual day of consultation. Consultant was well prepared and adaptive to my immediate concerns and needs.

2. Was the consultant well prepared?

NA 1 2 3 4 [✓ 5]

Comments: Yes. Please refer to statement made in question #1

3. Did the consultant demonstrate expertise in his/her field?

NA 1 2 3 4 [✓ 5]

Comments: Yes.

4. Did the consultant demonstrate knowledge and skills related to the unique characteristics of the Project? (I am assuming "Project" refers to the DAC in this case)

NA 1 2 3 [✓ 4] 5

Comments: Yes.

5. Did the consultant give useful, relevant suggestions to the appropriate staff member(s)?

NA 1 2 3 [✓ 4] 5

Comments: Appropriate and relatively thorough in the suggestions given, for the time allowed, and for the direction the discussion was going.

6. Did the consultant answer questions satisfactorily?

NA 1 2 3 [✓ 4] 5

Comments: Immediate questions, Yes. There are still unanswered questions, that most likely can not be answered until some further action is taken on our part as a Center.

7. Will the Project make changes as a result of this visit?

NA 1 2 3 [✓ 4] 5

Comments: Perhaps. The exact direction we will be taking as a result of this intervention is still uncertain at this time. Most probably, yes, changes will result.

8. Would you recommend this consultant to other professionals?

NA 1 2 3 [✓ 4] 5

Comments: Yes. The consultant and the Outreach Project she represented.

9. Did the consultant produce a useful product?

NA 1 2 [✓ 3] [✓ 4] 5

Comments: Product, no. Insight and introspection, yes.

10. Was the amount of time expended appropriate to the nature of the produce produced?

NA 1 2 3 [✓ 4] 5

Comments: Adequate for the time.

ADDITIONAL: The entire scope and nature of the needs we as an agency are experiencing at this time, can not I believe, be addressed, experienced, and resolved by two individuals within a 6 hour period. The consultant was most adaptive and responsive to my needs and frustrations of the hour. Yet, the paradox and concerns are still here and not resolved. Perhaps I was hoping and looking for more direction and specific methods for our program to take, moreover what has worked for other programs in other areas.

This problem we are facing, although not totally unique to us, is a problem we alone are facing. We are small, under-staffed, mixed up in a rural political system that doesn't permit itself for much creativity and ingenuity, and the methods we undertake to resolve such difficulties, I don't think can be conquered by relying on what other agencies have done in their respective situations.

Perhaps I was looking for a more in-depth examination of our situation and then the methods for working into that system. Not the examination of what works and fit it into what we are dealing with.

E 1.1
10/81

EVALUATION OF PRESENTATION

Date of Presentation: March 25, 1982

Sponsoring Agency: UCP/Peoria 0-3, Project RHISE, Macomb 0-3 Regional Project

Presentor: Dr. Kathleen McCartan

Presentation Topic: Developing & Implementing A Functional Curriculum

Name (optional): Total present - 24

Number of Handicapped Children You Serve: Total served - 5640

Overall the Presentation Was:

13 excellent
11 good
_____ fair
_____ poor

Please answer the following questions using this code:

NA - not applicable
1 - lowest score
2
3 - average
4
5 - highest score

1. Was the presentation informative?
   NA 1 2 3 4 5 N = 4.20
2. Did you gain new knowledge as a result of the presentation?
   NA 1 2 3 4 5 N = 4.00
3. Audio-visual materials used during the presentation were helpful instructional aids.
   NA 1 2 3 4 5 N = 4.04

4. Was information presented in a clear and understandable manner?

NA 1 2 3 4 5 N = 4.72

5. Did the presentor(s) answer questions satisfactorily?

NA 1 2 3 4 5 N = 4.33

6. Do you wish to receive more information about the Macomb 0-3 Regional Project and the available outreach services?

7 yes 6 no

7. Comments:

Enjoyed; very well organized; many good ideas presented; pleasant presenter
Spoke about topic listed!
Started to think more about what type of functional activities I can implement in individual speech/language sessions (on activity basis)
Presenter was exceptionally well prepared - spontaneous and eager to answer questions - although facilities/noisy room made concentration & hearing difficul
Presentation was well organized, easy to understand and follow.
Gave helpful clear distinctions among goals, objectives & activities
Enthusiasm for topic & knowledgeability made workshop interesting & motivating
Very animated, articulate speaker - but found materials to be repetitive of graduate class taken recently.

E 1.1
10/81

EVALUATION OF PRESENTATION

Date of Presentation: February 15, 1982

Sponsoring Agency: Spoon River College/0-6 Project

Presentor: Sue Marshall and Laraine Outley

Presentation Topic: Macomb 0-3 Regional Project

Name (optional): Total - 6

Number of Handicapped Children You Serve: NA

Overall the Presentation Was:

5 excellent
1 good
___ fair
___ poor

Please answer the following questions using this code:

NA - not applicable
1 - lowest score
2
3 - average
4
5 - highest score

1. Was the presentation informative?
   NA 1 2 3 4 5 N = 4.33

2. Did you gain new knowledge as a result of the presentation?
   NA 1 2 3 4 5 N = 3.83

3. Audio-visual materials used during the presentation were helpful instructional aids.
   NA 1 2 3 4 5 N = 4.33

4. Was information presented in a clear and understandable manner?

NA 1 2 3 4 5 N = 4.66

5. Did the presentor(s) answer questions satisfactorily?

NA 1 2 3 4 5 N = 4.66

6. Do you wish to receive more information about the Macomb 0-3 Regional Project and the available outreach services?

3 yes 3 no

7. Comments:

Very well presented and well informative; good presentation - speakers seemed really interested in what they were doing with the children; Thought it sounded like a very worthwhile program; very interesting presentation.

E 1.1
10/81

EVALUATION OF PRESENTATION

Date of Presentation: February 26, 1982

Sponsoring Agency: Macomb 0-3 Regional Project

Presentor: Dr. Kathleen McCartan

Presentation Topic: Home Visits/IEP

Name (optional): Total present: 8; Evaluation: 2

Number of Handicapped Children You Serve: 26

Overall the Presentation Was:

2 excellent
______ good
______ fair
______ poor

Please answer the following questions using this code:

NA - not applicable
1 - lowest score
2
3 - average
4
5 - highest score

1. Was the presentation informative?
   NA 1 2 3 4 5 N = 5.0
2. Did you gain new knowledge as a result of the presentation?
   NA 1 2 3 4 5 N = 5.0
3. Audio-visual materials used during the presentation were helpful instructional aids.
   NA 1 2 3 4 5 N = 4.5

4. Was information presented in a clear and understandable manner?

NA 1 2 3 4 5 N = 5.0

5. Did the presentor(s) answer questions satisfactorily?

NA 1 2 3 4 5 N = 5.0

6. Do you wish to receive more information about the Macomb 0-3 Regional Project and the available outreach services?

______ yes ______ no

7. Comments:

Extremely helpful, Katie is very patient and helpful. She never seems to lose her patience but rephrases information until we understand.

Information was valuable - especially points on goals, objectives, activities will help me be more accurate in writing IEPs and explaining content to other professionals, parents and administrators. Role playing was good - workshop was relaxed, down-to-earth atmosphere.

E 4.1
10/81

EVALUATION OF WORKSHOPS OR IN-SERVICES

OUTREACH: Macomb 0-3 Regional Project

Date: March 12, 1982

Sponsoring Agency: Tazewell-Mason County Special Education

Name (optional): Total: 13

Occupation: Early Childhood Teachers - 8; Aides - 5

Number of Handicapped Children You Serve: Total - 220

Workshop Topic: Parent Involvement

Presenter: Dr. Patricia Hutinger, Bonnie Smith-Dickson, Sue Marshall

Overall the presentation was:

4 excellent
9 good
____ fair
____ poor

Please answer the following questions using this code:
NA - not applicable
1 - lowest score
2
3 - average
4
5 - highest score

1. Was the content of the workshop appropriate for your needs?

NA 1 2 3 4 5 N = 3.76

Comments: Very interested in parent involvement - the Sharing Centers would be great; Early Childhood teachers NEED to meet as a group in discussing evaluation of child gains; too much on parent involvement; activities portion was excellent.

2. Did you gain new knowledge as a result of this workshop?

NA 1 2 3 4 5 N = 3.61

Comments: Some good new activities.

3. Was the presenter well prepared?

NA 1 2 3 4 5 N = 4.46

Comments: Very knowledgeable - had some great statements for those in group who are negative towards parent involvement.

4. Did the presenter demonstrate expertise in his/her field?

NA 1 2 3 4 5 N = 4.61

Comments:

5. Did the presenter respond to questions satisfactorily?

NA 1 2 3 4 5 N = 4.53

Comments: Gave good suggestions to starting parent involvement.

6. Were A/V materials used in the presentation helpful as instructional aids?

NA 1 2 3 4 5 N = 3.83

Comments: More slides of parent group in action

7. Were written materials used in the presentation helpful as instructional aids?

NA 1 2 3 4 5 N = 4.38

Comments: Idea exchange is great.

8. Are you interested in receiving training or other services from the Macomb 0-3 Regional Project OUTREACH staff?

yes______ no______

Comments:

SECOND ANNUAL INFANT SYMPOSIUM

Evaluation Form

Your Agency ______________________________

Your Position ______________________________

Number of Handicapped Children Served _________

Summary of all evaluations completed on the Symposium

1. Please evaluate the quality and usefulness of each of the presentations which you attended during the Symposium. If you did not attend a session please circle NA for that session.

	Session		Quality						Usefulness					
	Thursday, March 25		Excellent		Good	Poor			Very Useful		Of Some Use		Not Useful	
9:15 AM	Trends/Implications of National Infant Collaborative Follow-up Study (Schilling)	NA	5	4	3	2	1	$\bar{X}=3.9$ N=62	5	4	3	2	1	$\bar{X}=3.31$
0:30 AM	Apathy or Attachment: The Role of Assessment (Clark & Feldman)	NA	5	4	3	2	1	$\bar{X}=3.38$ N=13	5	4	3	2	1	$\bar{X}=3.28$
	Developing and Implementing a Functional Curriculum (McCartan)	NA	5	4	3	2	1	$\bar{X}=4.52$ N=21	5	4	3	2	1	$\bar{X}=4.33$
	How Do I Know What I'm Doing Before I'm Done (McAndrews)	NA	5	4	3	2	1	$\bar{X}=4.07$ N=13	5	4	3	2	1	$\bar{X}=3.83$
	How to Work with Medical Personnel (Weinheimer, Wood, & Fiedler)	NA	5	4	3	2	1	$\bar{X}=3.66$ N=21	5	4	3	2	1	$\bar{X}=3.38$
12:30 PM	Early Childhood and Special Education in Illinois (Moore)	NA	5	4	3	2	1	$\bar{X}=3.16$ N=57	5	4	3	2	1	$\bar{X}=2.9$
1:45 PM	Development Progression of the Premature Infant in the Neonatal Intensive Care Unit and Assessment of the Premature Infant (Savage & Klein)	NA	5	4	3	2	1	$\bar{X}=3.88$ N=35	5	4	3	2	1	$\bar{X}=3.84$

	Session		Quality						Usefulness					
	Thursday, March 25 (Cont.)		Excellent		Good		Poor		Very Useful		Of Some Use		Not Useful	
1:45 PM	The Importance of Early Parent Intervention (Strode, James, & Parent Panel)	NA	5	4	3	2	1	$\bar{X}=4.0$ N=17	5	4	3	2	1	$\bar{X}=3.73$
	Pin the Tail on the Donkey - The Community Awareness Game (Hall)	NA	5	4	3	2	1	$\bar{X}=4.57$ N=14	5	4	3	2	1	$\bar{X}=4.57$
	Aspects of Incorporating Preschool Special Education Components into Public School Settings (Clary)	NA	5	4	3	2	1	$\bar{X}=3.66$ N=9	5	4	3	2	1	$\bar{X}=3.33$
4:00 PM	Handling Behavior Problems in Young Children (Lavigne)	NA	5	4	3	2	1	$\bar{X}=2.88$ N=36	5	4	3	2	1	$\bar{X}=2.29$
	Interaction Session with Margaret Schilling	NA	5	4	3	2	1	$\bar{X}=4.33$ N=6	5	4	3	2	1	$\bar{X}=4.16$
	Urban Programs (Kastelic & Smith)	NA	5	4	3	2	1	$\bar{X}=3.0$ N=3	5	4	3	2	1	$\bar{X}=2.66$
	Rural Programs (Shearer & Hutinger)	NA	5	4	3	2	1	$\bar{X}=3.0$ N=5	5	4	3	2	1	$\bar{X}=3.0$
	Influencing Decision Makers: Political Action (Starnes)	NA	5	4	3	2	1	$\bar{X}=4.0$ N=2	5	4	3	2	1	$\bar{X}=4.0$
	Friday, March 26													
8:30 AM	Early Identification of MBD (Morgan)	NA	5	4	3	2	1	$\bar{X}=4.73$ N=41	5	4	3	2	1	$\bar{X}=4.46$
	Environmental Design: It's Not Just For Big Corporations (Kastelic)	NA	5	4	3	2	1	$\bar{X}=4.0$ N=15	5	4	3	2	1	$\bar{X}=3.79$
	Documenting Program Effectiveness: The Key to Future Funding (Hutinger)	NA	5	4	3	2	1	$\bar{X}=3.75$ N=16	5	4	3	2	1	$\bar{X}=3.86$
	Transition Issues (Farkash & Smiley-Peterson)	NA	5	4	3	2	1	$\bar{X}=4.25$ N=4	5	4	3	2	1	$\bar{X}=3.66$

	Session	Quality							Usefulness					
	Friday, March 26 (Cont.)		Excellent		Good		Poor		Very Useful		Of Some Use		Not Useful	
0:45 AM	Medical Issues (Morgan)	NA	5	4	3	2	1	$\bar{X}=4.31$ N=42	5	4	3	2	1	$\bar{X}=4.39$
	Urban Programs (Kastelic & Smith)	NA	5	4	3	2	1	$\bar{X}=4.0$ N=3	5	4	3	2	1	$\bar{X}=4.33$
	Rural Programs (Shearer & Threet)	NA	5	4	3	2	1	$\bar{X}=3.0$ N=4	5	4	3	2	1	$\bar{X}=2.75$
	Influencing Decision Makers: Political Action (Chapin)	NA	5	4	3	2	1	$\bar{X}=3.92$ N=12	5	4	3	2	1	$\bar{X}=4.08$
1:45 AM	Surviving the 80's (Shearer)	NA	5	4	3	2	1	$\bar{X}=3.36$ N=22	5	4	3	2	1	$\bar{X}=3.16$
1:00 PM	Discussion of Screening & Assessment Tools for Children 0-3 With Developmental Disabilities (Panel)	NA	5	4	3	2	1	$\bar{X}=3.18$ N=22	5	4	3	2	1	$\bar{X}=3.23$
	Rehabilitation Engineering: Technical Aids and Devices for Persons With Handicapping Conditions (Erickson)	NA	5	4	3	2	1	$\bar{X}=3.66$ N=3	5	4	3	2	1	$\bar{X}=3.33$
	Time Management (Duren)	NA	5	4	3	2	1	$\bar{X}=4.54$ N=13	5	4	3	2	1	$\bar{X}=4.46$
	Stress Management for Early Childhood Professionals (Peet)	NA	5	4	3	2	1	$\bar{X}=4.55$ N=18	5	4	3	2	1	$\bar{X}=4.59$

2. Please list any comments you wish to make about individual sessions.

Session Title:

Comments:

Session Title:

Comments:

Session Title:

Comments:

(Continued on Next Page)

E 1.1
10/81

EVALUATION OF PRESENTATION

Date of Presentation: March 26, 1982

Sponsoring Agency: UCP/Peoria 0-3, Project RHISE, Macomb 0-3 Regional Project

Presentor: Dr. Patricia Hutinger

Presentation Topic: Documenting Program Effectiveness

Name (optional): Total present - 21

Number of Handicapped Children You Serve: Total served - 1734

Overall the Presentation Was:

6 excellent
10 good
5 fair
____ poor

Please answer the following questions using this code:

NA - not applicable
1 - lowest score
2
3 - average
4
5 - highest score

1. Was the presentation informative?
   NA 1 2 3 4 5 N = 3.90
2. Did you gain new knowledge as a result of the presentation?
   NA 1 2 3 4 5 N = 3.61
3. Audio-visual materials used during the presentation were helpful instructional aids.
   NA 1 2 3 4 5 N = 3.66

4. Was information presented in a clear and understandable manner?

NA 1 2 3 4 5 N = 3.89

5. Did the presentor(s) answer questions satisfactorily?

NA 1 2 3 4 5 N = 3.89

6. Do you wish to receive more information about the Macomb 0-3 Regional Project and the available outreach services?

9 yes 5 no

7. Comments:

Interesting and knowledgeable speaker - could have used more time for discussion and questions.

Too much information to absorb in length of time provided.

I found information helpful & am sure it will continue to be helpful to me when I assist our affiliates in developing programs.

So much information - somewhat frustrating - needed additional time for discussion/presentation

Excellent accomp. materials, practical - good for following implementation.

The information was too basic for my purposes - maybe I'll come visit you and I'll pick your brain. It was a pleasure meeting you.

I would have appreciated less getting into test results and types of tests for documentation and more actual strategies.

RESEARCH IN ACTION CONFERENCE

PRESENTER EVALUATION

PRESENTER - DR. PATRICIA HUTINGER

TITLE - USEFUL PRACTICES OF THE MACOMB 0-3 PROJECT; A SUCCESSFUL INFANT PROGRAM

TRACK - INFANTS

DATE - APRIL 2, 1982

PARTICIPANT AFFILIATION

COLLEGE - UNIVERSITY	6
HEAD START	3
PRIVATE CHILDCARE	2
PUBLIC CHILDCARE	1
PUBLIC SCHOOL	1
STATE AGENCY	0
OTHER	1
TOTAL NUMBER ATTENDING	14

SESSION EVALUATION

	EXCELLENT	GOOD	FAIR	POOR
A. THE CONTENT OF THE PRESENTATION WAS:	11	3	0	0
B. THE EFFECTIVENESS OF THE PRESENTER(S) WAS:	7	7	0	0
C. THE INTEREST LEVEL OF THE PRESENTATION WAS:	8	6	0	0
D. THE PACE OF THE ACTIVITIES WAS:	7	5	2	0
E. OPPORTUNITIES FOR ASKING QUESTIONS WERE:	10	3	1	0
F. PRACTICAL APPLICATIONS OF RESEARCH SUGGESTED WAS:	7	5	1	0

RESEARCH IN ACTION CONFERENCE

PRESENTER EVALUATION

PRESENTER - DR. PATRICIA HUTINGER

TITLE - PROBLEMS & SOLUTIONS TO PROVIDING SERVICES TO RURAL EARLY CHILDHOOD...

TRACK - RURAL

DATE - APRIL 1, 1982

PARTICIPANT AFFILIATION

COLLEGE - UNIVERSITY	0
HEAD START	27
PRIVATE CHILDCARE	1
PUBLIC CHILDCARE	0
PUBLIC SCHOOL	0
STATE AGENCY	0
OTHER	0
TOTAL NUMBER ATTENDING	28

SESSION EVALUATION

	EXCELLENT	GOOD	FAIR	POOR
A. THE CONTENT OF THE PRESENTATION WAS:	11	17	0	0
B. THE EFFECTIVENESS OF THE PRESENTER(S) WAS:	12	13	2	0
C. THE INTEREST LEVEL OF THE PRESENTATION WAS:	13	14	1	0
D. THE PACE OF THE ACTIVITIES WAS:	11	14	3	0
E. OPPORTUNITIES FOR ASKING QUESTIONS WERE:	14	14	0	0
F. PRACTICAL APPLICATIONS OF RESEARCH SUGGESTED WAS:	11	13	2	0

EVALUATION OF WORKSHOPS OR IN-SERVICES

OUTREACH: Macomb 0-3 Regional Project

Date: June 10, 1982

Sponsoring Agency: University of Wisconsin - Eau Claire

Name (optional): Total present - 9

Occupation: Graduate students - 3; Teachers - 5; Director - 1

Number of Handicapped Children You Serve: Total - 121

Workshop Topic: Overview of Macomb 0-3 Project

Presenter: Dr. Kathleen McCartan

Overall the presentation was:

8 excellent
1 good
______ fair
______ poor

Please answer the following questions using this code:
NA - not applicable
1 - lowest score
2
3 - average
4
5 - highest score

1. Was the content of the workshop appropriate for your needs?

NA 1 2 3 4 5 N = 4.44

Comments: Wide range of areas covered; theory explained as well as practical hands-on suggestions for replication that support theory; very well done - easily understood; needed more information on early intervention accountability.

2. Did you gain new knowledge as a result of this workshop?

NA 1 2 3 4 5 N = 4.44

Comments: Assessment and curriculum descriptions and discussions were particularly helpful; gained many new ideas; philosophy and goals of the project were very interesting; now I have a list of resources from which to draw ideas; saturated.

3. Was the presenter well prepared?

NA 1 2 3 4 5 N = 4.66

Comments: A wealth of knowledge - and not enough time! Adapted well to needs and desires of audience; Katie was very familiar with her materials; well organized, easy listening style.

4. Did the presenter demonstrate expertise in his/her field?

NA 1 2 3 4 5 N = 4.77

Comments: Very knowledgeable, easily responded to questions; really knew her "stuff"; education and experiences reflected often; appeared to have a lot of expertise.

5. Did the presenter respond to questions satisfactorily?

NA 1 2 3 4 5 N = 4.66

Comments: Katie seemed very well acquainted with the program; explained where to get information if not readily available to her; very responsive and easily understood; responded to every question satisfactorily.

6. Were A/V materials used in the presentation helpful as instructional aids?

NA 1 2 3 4 5 N = 4.00

Comments: Overhead, slide presentation and video were all helpful in getting an overview of the Project; the ones done in blue pen were much easier to see than those typed transparencies; helpful, but for the most part lack uniqueness.

7. Were written materials used in the presentation helpful as instructional aids?

NA 1 2 3 4 5 N = 4.22

Comments: Good to refer to for background not presented; all handouts and order forms were very helpful - the display of available manuals, etc. helped in making selections to order.

8. Are you interested in receiving training or other services from the Macomb 0-3 Regional Project OUTREACH staff?

yes 4 no 2

Comments: Would be interested in receiving services, but I am not in a position to arrange for training; might be interested in the future; not in a position to utilize services in an existing program; yes, but my administrators aren't.

OUTREACH: Macomb 0-3 Regional Project

JDRP approved

A Rural Child-Parent Service

SITE QUESTIONNAIRE

SATISFACTION WITH OUTREACH SERVICES

Summary of Results from 4 Sites

Date: ___/___/___ July - August, 1982

Site Staff Member: 5 site staff members

Site: McDonough Co. Rehab. Center - Macomb, IL
Holiday School - Pekin, IL
Community Workshop & Training Center - Canton, IL
Assoc. for Retarded Citizens of
Henry & Stark Counties - Kewanee, IL

Instructions: Please read each question, marking your response on the line provided or next to the desired answer.

1. In what ways have you participated in staff development activities that have been planned by the program?

(1) Seminars, short group meetings 5

(2) Meetings with other staff (e.g., session with project director) 5

(3) Workshops 5

(4) Continuing education activities 1

(5) College course work 1

(6) Assigned professional reading 2

(7) Other (specify) .... Phone Consultation 1

2. How often do you participate in staff development activities?

(1) At least once a week .... ____

(2) At least once a month 4

(3) Other (specify) .... Every 2 mos. 1

(4) Never .... ____

3. Do you feel that there have been enough staff development opportunities to meet your needs to function competently in your position?

(1) Yes 5

(2) No → Go to Item 5

(3) Don't know

4. What additional opportunities do you think there should be?

(1) ____________________

(2) ____________________

(3) ____________________

5. Do you feel that you have gained anything from your participation in the staff development program? %

(1) Yes 5

(2) No

(3) Don't know → Go to Item 7

6. What have you gained?

(1) Knowledge (list areas or topics of knowledge)

Language, communication, goals, testing; parent involvement; language/communication development; goals/objectives; testing; Sharing Centers, WADE; parent counseling/motivating; understanding delaying conditions.

(2) Planning skills (list type of skills)

Organization of records; transition from Birth-to-Three to Special Education; Sharing Centers and Home Visits; parent groups; activity plans; planning goals and objectives.

(3) Implementation skills (list type of skills)

Management of time; observation and recording; parent training; positioning and handling of motor-delayed infants.

(4) Changed attitudes (list kinds of attitudes developed)

A realization of the desperate need for routine training of people in parenting skills; positive attitudes; more positive attitude toward Sharing Centers.

7. Do you think your participation in this program will provide you with opportunities for career advancement?

(1) Yes 4

(2) No

(3) Don't know 1

8. Did the program provide the type of staff development that met your needs?

(1) Yes → Go to item 10 ___5___

(2) No ______

9. What needs did you have that were not addressed?

(1) Knowledge (list areas or topics of knowledge)

____

____

____

(2) Planning skills (list type of skills)

____

____

____

(3) Implementation skills (list type of skills)

____

____

____

(4) Changed attitudes (list kinds of attitudes developed)

____

____

____

10. Overall, are you satisfied with the services that the project has provided to meet your staff development needs?

(1) Yes ___5___

(2) No ______

(3) Don't know ______

Please rate the overall quality of services received.

__2__ Excellent __3__ Good ______ Fair ______ Poor

11. Can you think of any ways the staff development program might be changed to serve you as a staff member better?

[✓ (1) Yes] 2

(2) No 2

(3) Don't know ____

12. In what ways could the staff development component be changed?

More opportunities to work directly with client families/children under supervision of instruction, to gain immediate assessment of my learning and application of new skills (not enough hands-on training).

APPENDIX B

APPENDIX B: OUTREACH ACTIVITY ANNOUNCEMENTS, AGENDA

Workshop Agenda and Announcements
Conference Agenda and Programs
Staff Development Activity Agenda
Agenda for Project Consultants

Workshop Agenda and Announcements

0-3 CONSORTIUM
March 2, 1982

TIME: 10 a.m. - 3 p.m.

PLACE: Zeller Mental Health Center
A-Center Conference Room

AGENDA

I. **UPDATE**

Bring information on upcoming conferences/workshops of interest to 0-3 staff.

II. **SHARING TIME**

Sharing of new occurrences in your center since our last meeting.

BREAK - Nutritional Snacks!!

III. **DISPLAY AND DISCUSSION OF MATERIALS**

New books, pamphlets, equipment and/or audiovisual aids about the development of communication skills. Bring any materials your center has found to be helpful that we might benefit from.

IV. PRAGMATICS

V. LANGUAGE DEVELOPMENT OF A CHILD WITH A HEARING IMPAIRMENT
Dr. Kathleen McCartan - Macomb 0-3 Regional Project

SHARING CENTER TRAINING

October 26, 1981

AGENDA

1. *Discussion of current program*
2. *Needs assessment*
3. *Sharing Center Slide Presentation*
4. *Discussion of Slide Presentation*
5. *Role of Parents in Programs*
6. *Settings for Sharing Centers*
7. *Procedures for Sharing Centers*
8. *Videotape Presentation*
9. *Discussion of Videotape Presentation*
10. *Planning for Sharing Center*

Tentative Schedule

Second Annual 0-3 Symposium

THURSDAY, MARCH 25

8:00 - 9:00 Registration

9:00 - 9:15 Greeting/Overview/Announcements/Introductions of Keynote Speakers

9:15 - 10:15 Keynote Address - Margaret Schilling
    Trends/Implications of National Infant Collaborative Follow-up Study

10:15 - 10:30 Break (coffee, tea provided)

10:30 - 12:30 Four Concurrent Workshop Sessions:

I. Disabilities & Assessment -
    Hearing Impaired and Deaf Children - Val Feldman and Diane Pien (HIMAPS)

II. Curriculum Programming Strategies -
    Curriculum - Katie McCarten (Macomb)

III. Program Management -
    Management Strategies - David Shearer

IV. Professional Development
    How to Work With Doctors - Dr. Bill Hayden

12:30 - 1:45 Luncheon - Lynn Moore (ISBE)
    Early Childhood and Special Education in Illinois

1:45 - 3:45 Four Concurrent Workshop Sessions:

I. Disabilities & Assessment -
    Assessment of Premature Infants - Jennie Swanson (Prestart)

II. Curriculum Programming Strategies -
    Working With Parents - Shirley Strode (Peoria)

III. Program Management -
    Community Relations - Susan Hall (RHISE)

IV. Professional Development -
    How to Work With Schools - Joan Clary, Lynn Moore

3:45 - 4:00 Break (soft drinks provided)

4:00 - 5:00 Five Concurrent Working Sessions: (discussion oriented, participant involvement and interaction)

1. Premature Infants & High Risk Nurseries - Jennie Swanson Facilitator
2. Informal Discussion With Margaret Schilling
3. Urban Programs - Diane Kastelic/Steve Smith Co-Facilitators
4. Rural Programs - David Shearer/ Co-Facilitators
5. Influencing Decision Makers: Political Action - Jane Chapin Facilitator

5:00 - 6:00 No Host Social Hour

Tentative Schedule

Second Annual 0-3 Symposium

FRIDAY, MARCH 26

8:30 - 10:30 Four Concurrent Workshop Sessions:

- I. Disabilities & Assessment -
  Early Identification of MBD - Dr. Andrew Morgan
- II. Curriculum Programming Strategies -
  Environmental Design in Early Intervention Programs - Diane Kastelic (RHISE)
- III. Program Management -
  Documenting Program Effectiveness: The Key to Future Funding - Patti Hutinger (Macomb)
- IV. Professional Development -
  Transition Issues - Sandy Farkash, Connie Smiley Pederson

10:30 - 10:45 Break (coffee, tea provided)

10:45 - 11:45 Five Concurrent Working Sessions:

1. Medical Issues - Dr. Morgan Facilitator
2. Dealing With Behavior Problems in Young Children - Dr. James Riesinger
3. Urban Programs - Diane Kastelic/Steve Smith Co-Facilitators
4. Rural Programs - David Shearer/ Co-Facilitators
5. Influencing Decision Makers: Political Action - Ron Wisecarver Facilitator

11:45 - 1:00 Luncheon - David Shearer
Surviving in the 80's

1:00 - 3:00 Four Concurrent Workshop Sessions:

- I. Disabilities & Assessment -
  Child Assessment - (Peoria)
- II. Curriculum Programming Strategies -
  Adaptive Equipment - Rick Erickson
- III. Program Management -
  Fund Raising - Art Moreau
- IV. Professional Development -
  Dealing With Stress - Duffy Peet

3:00 Symposium Adjournment

WORKSHOP SESSIONS INCLUDE:

Hearing Impaired and Deaf Children
Curriculum
Management Strategies
How to Work With Doctors
Assessment of Premature Infants
Working With Parents
Community Relations
How to Work With Schools
Early Identification of MBD
Environmental Design in Early Intervention Programs
Documenting Program Effectiveness: The Key to Future Funding
Transition Issues
Child Assessment
Adaptive Equipment
Fund Raising
Dealing With Stress

ANNOUNCING
THE

SECOND ANNUAL BIRTH-TO-THREE SYMPOSIUM

"Programming Strategies for Handicapped Infants"

Sponsored By:
Outreach: Macomb 0-3 Regional Project
Peoria 0-3 Outreach Project
Project RHISE/Outreach

MARCH 25 - 26, 1982
RAMADA INN
415 ST. MARK COURT
PEORIA, ILLINOIS 61603
(AT GLENDALE EXIT INT. 74)
(309) 673-6461

SYMPOSIUM FOR...

Educators, Child Development Specialists, Occupational Therapists, Physical Therapists, Speech/Language Pathologists, Administrators, and all others concerned with services for young handicapped children.

SYMPOSIUM OBJECTIVE...

To present current research, practices, and trends relevant to early intervention with birth-to-three year old developmentally disabled infants/toddlers and their families.

Concurrent workshops will be offered in a four track system:

I. Disabilities & Assessment
II. Curriculum & Programming Strategies
III. Program Management
IV. Personal & Professional Development

A special feature of this symposium will be working/discussion sessions which will provide participants an opportunity to interact with each other and talk with presenters in an informal fashion. There will be two discussion sessions during the symposium.

The symposium will begin with registration at 8:00 a.m. on Thursday, March 25th with the keynote address at 9:00 a.m. and will conclude at 3:15 p.m. on Friday, March 26th.

SYMPOSIUM PRESENTERS:

- Margaret Schilling
- David Shearer
- Lynn Moore
- Jennie Swanson
- Patti Hutinger
- Joan Clary
- Katie McCarten
- Steve Smith
- Diane Kastelic
- Art Moreau
- Shirley Strode
- Val Feldman
- Dr. Andrew Morgan
- Dr. Bill Hayden
- Susan Hall
- Diane Pien
- Jane Chapin
- Sandy Farkash
- Connie Smiley
- James Reisinger
- Ron Wisecarver
- Rick Erickson
- Duffy Peet

COST:

Registration fees which include two luncheons are $35.00 per person.

A student fee which does not include the two luncheons is available for $15.00.

LOCATION:

Ramada Inn
415 St. Mark Court
Peoria, Illinois 61603
(at Glendale Exit Int. 74)

(309) 673-6461

Ramada Inn is offering a special rate to symposium participants of $38.00 a night for a single and $44.00 for a double (if more than two - a charge of $5.00 per person is charged- up to four may occupy a room).

Make reservations directly to the Ramada Inn. Rooms are reserved for March 24, 25, and 26th.

0-3 SYMPOSIUM REGISTRATION FORM
MARCH 25 - 26, 1982, PEORIA, IL

PLEASE PRINT OR TYPE

Name: ____ Title: ____

Agency/Project: ____

Address: ____ (street) ____ (city)

____ (state) ____ (zip) Phone: ____ (area code)

____ Registration Fee ($35.00) (includes two luncheons) ____ Student Fee ($15.00) (luncheons *not* included)

(*please enclose check*)

PLEASE RETURN COMPLETED FORM BY MARCH 8th TO:

Shirley Strode
Peoria 0-3 Outreach Project
320 E. Armstrong Avenue
Peoria, IL 61603 (309)672-6358

OUTREACH: MACOMB 0-3 REGIONAL PROJECT

announces an

ADOPTION SITE WORKSHOP

February 26, 1982

AGENDA

9:30	Coffee
10:00-12:00	Working Session: Conducting Home Visits
12:00	No-host lunch
1:00-3:30	Working Session: Development of Individual Education Plans/ Individual Program Plans/whatever else your program calls them!*

We hope you can come for part or all of the day; please call and let us know if you will be able to attend. We look forward to seeing you and having a productive sharing, learning session!

Patti Hutinger
Katie McCartan

*Please bring along assessment results and IEP/IPP information on one child for use in activities during the session.

SHARING CENTER
WORKSHOP

for
0-3 programs using sharing centers

* * * Purpose * * *

A sharing time to discuss what works, what doesn't work, how to increase attendance and other activities and ideas that have worked for you and have been fun for families.

* * * Time and Place * * *

I'd like to plan at least a three hour session at a time and place most convenient to those attending. It could be held in Macomb, Peoria or another place.

If you are interested in attending please fill out the enclosed sheet and return it to me. I'll find the time and place that is most convenient for everyone and let you know the final schedule.

Hope you will come and share with us!

Sincerely,

Katie

Kathleen McCartan, Ph.D.
Training Coordinator

** ANNOUNCING **

OUTREACH: Macomb 0-3 Regional Project

JDRP approved

A Rural Child-Parent Service

SHARING CENTER WORKSHOP

When: Thursday, June 3, 1982

12:00 - 3:30

Where: Marilyn Peterson's home

directions: on Route 67, turn west on Spring Lake Road (just north of Macomb). Drive one mile west, turn right and drive one mile north. Turn left and drive one mile west again. It's the only house around, yellow with blue shutters.

Purpose: A sharing time to discuss what works, what doesn't work, how to increase attendance and other activities and ideas that have worked for you and have been fun for families.

R.S.V.P.
(309) 298-1634

Marilyn will be serving lunch for us; it should be a nice change of pace on an early summer's day. We hope you can come and share with all of us.

Look forward to seeing you!

Katie McCartan

Katie McCartan

College of Education • 27 Horrabin Hall • Western Illinois University • Macomb, IL 61455 • 309/298-1634
Member of National Diffusion Network

TADS Suite 500 NCNB Plaza
Chapel Hill, North Carolina 27514
(919) 962-2001

April 14, 1982

Patricia Hutinger
Director
Macomb 0-3 Regional Project
27 Horrabin Hall, Western IL Univ.
Macomb, Illinois 61455

Dear Patricia,

This is to confirm your participation in TADS' small group meeting on Recruiting and Retraining Rural Special Education Personnel. The meeting will be held on May 19-20,1982 in Chapel Hill, North Carolina. The purpose of the meeting is to develop a decision process that local special educators and interested citizens can use to head off or unravel their own recruitment and/or retention difficulties. Our thinking will be captured in a workbook that will be disseminated to SEAs and the rural early childhood/special education community. Confirmed meeting participants are:

Kathy Bush--Georgia SEA--Atlanta, Georgia
Glendon Casto--Multi-Agency Project for Preschoolers--Logan, Utah
Ed DeForrest--New Hampshire SEA--Concord, New Hampshire
Corinne Garland--HCEEP Rural Network--Houston, Texas
Patricia Hutinger--Macomb 0-3 Regional Project--Macomb, Illinois
Don Partridge--Texas SEA--Austin, Texas
Jonathan Sher--Rural Education and Development, Inc.--
    Chapel Hill, North Carolina
Tal Black--TADS--Chapel Hill, North Carolina
Mike Woodard--TADS--Chapel Hill, North Carolina

The decision process and workbook objective is the result of our search for a format that would (1) include and affirm work already begun in this area and (2) provide a simple and useful tool to the field. A (slightly edited) version of a recent memo captures our current thinking at TADS about rural recruitment and retention and is included for your information. We will base the meeting structure and activities on assumptions contained in the memo, so please let us know right away if you have strong objections to what you read. Pre-meeting dialogue can only enhance our later work together.

Since the meeting is short and our ambition large, we will plan a fairly structured agenda. In all likelihood, we will present a rough decision process framework to the group for review, validation, invalidation and amendment. Please be thinking about possible steps you might include in such a framework. We, especially, will rely on you to supply the content from your experience with the problem(s). For example, the local educator may be asked to list the factors contributing to his or her recruiting problem. We would, at the meeting, generate a list of common problems from which the administrator could choose those that describe the local situation. We will share as much of our thinking as possible with you before the meeting.

A few words about logistics. You will be flying into Raleigh-Durham Airport and taking the airport limousine to your motel. A room has been reserved in your name at the University Motor Inn on Route 54-West, Chapel Hill, North Carolina. We will get acquainted over cocktails at Tal Black's house the evening of the 18th. TADS' folks will meet you in the motel lobby at 6:30 p.m. to transport you to Tal's. After the social hour, we'll adjourn to the Fearrington House for supper. (You can help our planning by calling and letting us know your flight arrival time.) We will meet Wednesday and Thursday at TADS' office in downtown Chapel Hill. We will wrap up by 3:30 p.m. on Thursday, so plan your departure flights accordingly.

You can expect a memo containing agenda and last minute details a week before the meeting.

We look forward to our time together. If you have any questions, please don't hesitate to call.

Sincerely,

Mike

Mike Woodard
State TA Coordinator

MW/mc

Enclosure

Conference Agenda and Programs

Enrollment Form

Alternative Practices in Early Intervention

JUNE 7 - 11, 1982

UWEX PROGRAM # 148, DEPT. T 21-3947

NAME ____________________________________

ADDRESS __________________________________

CITY ________________ STATE ______ ZIP _________

Phone (   ) ______________________ home
(   ) ______________________ work

Social Sec. Number* ________ _____ _________
*Optional-used to record CEU's earned in the student files at UWEX

PLEASE INDICATE WHICH ONE OF THE OPTIONS OF ENROLLMENT YOU ARE SELECTING

____ GRADUATE CREDIT - 1 hour
Fee is $61.30 (resident), made payable to U. W. EAU CLAIRE
(Additional enrollment information is required - appropriate materials will be forwarded to you or made available the first day of the course)

Or...

____ CONTINUING EDUCATION UNITS (CEU's)
Fee is $30, made payable to U.W. EXTENSION
(Up to 2.0 CEU's will be recorded for completed participation)

MAIL THIS FORM AND YOUR CHECK TO:
DAVID J. FRANKS, PH.D.
Department of Special Education
University of Wisconsin
Eau Claire, WI 54701

ENROLLMENT IN THIS SYMPOSIUM IS NOT COMPLETE UNLESS YOU RECEIVE CONFIRMATION BY PHONE OR MAIL

A Potpourri of Nationally Validated Practices for 0 to 3

UW-Eau Claire Department of Special Education

	Monday June 7	Tuesday June 8	Wednesday June 9	Thursday June 10	Friday June 11
8:00	REGISTRATION				
8:30	OPENING SESSION				
8:45		OPENING ACTIVITY	OPENING ACTIVITY	OPENING ACTIVITY	OPENING ACTIVITY
9:00	PORTAGE PROJECT	PEORIA 0-3 Interdisciplinary Approach	PROJECT RHISE Consultancy Model	MACOMB 0-3	SESSIONS FOR STUDENTS ENROLLED FOR GRADUATE COURSE CREDIT
11:45	LUNCH	LUNCH	LUNCH	LUNCH	
1:00	PORTAGE - continued	PEORIA - continued	RHISE - continued	MACOMB - continued	
3:45	Wrap-up Activity	Wrap-up Activity	Wrap-up Activity	Wrap-up Activity	
				UW EXTENSION CEU PROGRAM COMPLETED	

A structured, data based, individualized program	Medical/educational/therapeutic model	Utilizes the Consultancy Model	Home-based remediation/education orientation
Utilizes the parent as a primary teacher to meet the developmental and educational needs of handicapped preschool children	Developmental task analysis approach to prescriptive teaching	This is a transdisciplinary approach adaptable to home and center based rural and urban environments	Handicapped children birth-to-three and their families
Individualized programming takes place on a daily basis in the home	Serves birth-to-three year old mild to severe developmentally delayed children and their parents	One primary person relates to parent and child	Rural infant delivery system which provides home visits and sharing centers
A system of accountability and documentation is used to insure implementation	A Functional Profile is used for programming		

Symposium Information

Continuing Education Units (UW Extension)

Persons who enroll will pay a fee of $30. This fee assists in paying for the costs of providing for this symposium, the registering of the CEU's earned by the students and selected materials. Up to 2.0 CEU's will be recorded in UW Extension student files upon completion of participation. CEU's are often used to show employers of your continuing professional growth.

Graduate Credit (UW-Eau Claire)

An optional enrollment for those who qualify and wish to receive 1 hour of Graduate credit at UWEC is available. Post-Bachelor degree students may enroll either as a special student or as a student in one of UWEC's programs. Appropriate forms will be provided either by mail or the first day of class. There will be an assignment and a special session on Friday just for those persons who enroll for Graduate Credit under SPED 793. Resident Graduate students pay $61.30, Non-Resident Graduate students pay $199.30. Some students who plan on being full-time enrollees during the regular summer session at UWEC may be eligible for a change of registration which would mean no additional cost. Please check with Dr. Franke for more information (715) 836 5311.

Lodging and Meals

Lodging, meals transportation and refreshments are the responsibility of the participant. Limited student housing is available on campus - meals and room fees are packaged together. Housing would be on upper campus, Towers. If you wish more information, contact Mr. Charles Major (715) 836 3674.

Speakers

Agreements have been made with the project directors of the Portage Project, the Peoria Interdisciplinary Approach, Project RHISE, and the Macomb 0-3 Project to provide members of their outreach staff for this symposium.

The presenters are being paid through a grant from the Office of Special Education, Bureau of Education for the Handicapped, to the participating Nationally Validated Projects.

Enrollment

Registration for this symposium is not complete until you receive confirmation by telephone or mail. We have placed a limit of fifty persons due to space limitations.

UW-Eau Claire
Early Education of the Handicapped

Validated Practices A Potpourri of Nationally For 0 to 3

Alternative Practices in Early Intervention

June 7-11, 1982
Eau Claire, Wisconsin
Room 159 Fine Arts Building on Water Street

This Symposium is for Social Workers, Nurses, Home Trainers, Teachers, Occupational Therapists, Physical Therapists, Psychologists, Speech and Language Clinicians, and Administrators

This program is presented by UW Extension, Continuing Education in Mental Health, Health and Human Services, and the Department of Special Education, Early Education of the Handicapped, University of Wisconsin-Eau Claire

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Non-profit Org.
Permit No. 219
Eau Claire, WI
54701

UWEX 132-555
UW-Extension Continuing Education
in Mental Health
UWEC
Department of Special Education
University of Wisconsin-Eau Claire
Eau Claire, WI 54701

UW-Extension and UW-Eau Claire Department of Special Education provide equal opportunities in employment and programming including Title IX requirements.

hceep
Rural
Network

AGENDA

HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM
KANSAS/NEBRASKA REGIONAL RURAL WORKSHOP

April 29 & 30, 1982

Holiday Inn
Grand Island, Nebraska

THURSDAY, APRIL 29

8:00 - 9:00 A.M.	LATE REGISTRATION	
9:00 - 9:45 A.M.	OPENING SESSION	
	Welcome	Dr. Michael S. Kneale Superintendent of Schools Grand Island, Nebraska
	Opening Address and Conference Orientation	Corinne W. Garland Coordinator HCEEP Rural Network
	Announcements	
9:45 - 10:00 A.M.	COFFEE BREAK	
10:00 - 11:50 A.M.	CONCURRENT SESSIONS	

THURSDAY, APRIL 29

10:00 - 11:50 A.M.

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1. Room 200 — Building Support Systems for Families: Respite Care in Rural Areas. — Shirley Lee Coe

Focus: The needs of families of handicapped children; strategies for providing support to rural families of handicapped children.

---

2. Room 104 — Funding: How to Get Your Fair Share in 1982 — Arthur J. Moreau

Focus: Identifying potential sources of funding for programs of early intervention; strategies for securing corporate, foundation, and other private sources of support for programs of early intervention.

---

3. Room 5 — Networking Through Technology — Linda Esterling, Kathy Koop, Glen Ridnour, Jim Thomas, Karen Stevens

Presenters from this session will be available as resources for individual consultations, and demonstrations in Room 5, 1:45-3 P.M. and 3:45-5 P.M.

Focus: Computerized systems for accessing information useful to rural programs.

---

4. Room 6 — Collaborative Problem Solving Through Pooling Community Resources — Patricia L. Hutinger, Ed.D.

Focus: Assessing community resources; strategies for getting community agencies to direct those resources toward programs for young handicapped children.

Noon - 1:30 P.M. — LUNCHEON & KEYNOTE ADDRESS

Rooms: Niobrara and Little Blue Room

"Good Early Intervention: What Will It Take?" — Talbot Black, Associate Director, Technical Assistance Development System (TADS), Chapel Hill, North Carolina, President-elect of CEC's Division of Early Childhood.

THURSDAY, APRIL 29

1:45 - 3:00 P.M.

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5. Room 5 — Networking Through Technology

Linda Esterling
Kathy Koop
Glen Ridnour
Jim Thomas
Karen Stevens

Focus: An opportunity for individual consultations, demonstrations, questions and answers.

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6. Room 6 — Medical/Educational Relationships

Warren Bosley, M.D.
Larry Desch, M.D.
Joan B. Watson (Facilitator)

Focus: Strategies for building strong education/health care relationships with regard to programs of early intervention.

---

7. Room 200 — Building Advocacy Skills in Parents

Patti McGill-Smith

Focus: Advocacy needs of families of handicapped children in rural areas; strategies for building advocacy skills and systems.

---

8. Room 104 — Proposed Changes In P. L. 94-142

Jan Thelen

Focus: Likely impact of the proposed changes in P. L. 94-142.

---

9. Room Niobrara — The Church As A Rural Resource

Fred Wenger

Focus: The role of the church in rural America. Strategies for developing the church as a system of support for families of handicapped children.

---

10. Room Little Blue Room — Portage Project

Karen Wollenburg

Focus: An overview of the Portage Project stressing its unique features and rural applicability.

3:00 - 3:30 P.M. COFFEE BREAK

THURSDAY, APRIL 29

3:45 - 5:00 P.M.

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11. Room 5

Networking Through Technology

Linda Esterling
Kathy Koop
Glen Ridnour
Karen Stevens
Jim Thomas

Focus: An opportunity for individual consultations, demonstrations, questions and answers.

---

12. Room 6

Medical/Educational Relationships Task Force

Joan B. Watson (Facilitator)
[illegible]

Focus: The development of regional collaborative strategies for dealing with problems revolving around medical/educational relationships.

Workshop participants will be major resources in the task force.

---

13. Room 200

Building Support and Advocacy Systems for Families Task Force

Phyllis Ellis (Facilitator)
Resources:
Sharon Livingston
Connie Wiley
Chris Edwards
Lana Lafgreen

Focus: The development of regional collaborative strategies for dealing with problems revolving around building support and advocacy systems for families.

Workshop participants will be major resources in the task force.

---

14. Room 104

Stretching Your Personnel Power

Dr. Lee McLean (Facilitator)
Phyllis Kelly
Carolyn Shelton

Focus: Needs/problems of finding qualified personnel for rural areas. Training of paraprofessionals and volunteers as a strategy for meeting those needs.

---

15. Room Niobrara

The Church As a Rural Resource

Fred Wenger

Repeat of Session #9

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16. Room Little Blue Room

Community Interaction Early Education Program

Ellen Wilks

Focus: An overview of the Community Interaction Early Education Program stressing its unique features and its rural applicability.

THURSDAY, APRIL 29

6:30 P.M. **DINNER** Rooms: Niobrara and Little Blue Room

8:00 P.M. **CONCURRENT SESSIONS**

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17. Room 303 — Medical/Educational Relationships Task Force — Joan B. Watson, Facilitator

Continuation of Session #12.

[illegible]

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18. Room 200 — Transportation Discussion — Open Session

Focus: Discussion of problems with transportation of handicapped children in rural areas.

---

19. Room 104 — Stretching Your Personnel Power Task Force — Dr. Martha Claflin, Patricia L. Gass

Focus: The development of regional collaborative strategies for dealing with problems revolving around stretching your personnel power.

Workshop participants will be major resources in the task force.

---

20. Room Niobrara — The Church As A Rural Resource Task Force — [illegible]
Glen Ridnour (Co-Facilitator)
Tal Black (Co-Facilitator)

Focus: The development of regional collaborative strategies for dealing with problems revolving around the church as a rural resource.

---

21. Room Little Blue Room — Meet The Models

Focus: Representatives of national model programs will be available to discuss, informally, aspects of service delivery or technical assistance available.

FRIDAY, APRIL 30

8:30 - 10:00 A.M. **CONCURRENT SESSIONS**

22. Room 200	Influencing State and Local Decision Makers Focus: Problems and strategies for early intervention professionals to use in influencing decision makers in behalf of services for young handicapped children.	Corinne Garland
23. Room 104	Building Support and Advocacy Systems for Families Task Force Continuation of Session #13	Phyllis Ellis (Facilitator)
24. Room Niobrara	Stretching Your Personnel Power Task Force Continuation of Session #18	Dr. Martha Claflin Patricia L. Gass (Co-Facilitators)
25. Room Little Blue Room	Successful Models for Rural Service Delivery Macomb 0-3 Regional Project Focus: An overview of the Macomb 0-3 Regional Project with specific emphasis on its unique features and its rural applicability.	Kathleen McCartam, Ph.D.

10:00 - 10:30 **COFFEE BREAK**

FRIDAY, APRIL 30

10:30 - Noon **CONCURRENT SESSIONS**

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26. Room 200 — Steering Committee

Focus: Representatives of each task force will meet to develop a plan for continuing communication and coordination among task forces.

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27. Room 104 — Collaborative Problem Solving Through Pooling Community Resources — Patricia L. Hutinger, Ed.D.

Focus: Assessing community resources; strategies for getting community agencies to direct those resources toward programs for young handicapped children. Repeat of Session #4

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28. Room 5 — Successful Models for Rural Service Delivery: Macomb 0-3 Regional Project — Kathleen McCartam, Ph.D.

Focus: An overview of the Macomb 0-3 Regional Project with specific emphasis on its unique features and its rural applicability. Repeat of Session #25

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29. Room 6 — Successful Models for Rural Service Delivery: Project WISP/Outreach — Stacey Doerr, Donna Hinds

Focus: An overview of the WISP Project with specific emphasis on its unique features and its rural applicability.

Noon - 1:30 P.M. **LUNCHEON AND TASK FORCE REPORTS**

Rooms
Niobrara and
Little Blue Room

Staff Development Activity Agenda

WEST CENTRAL ILLINOIS SPECIAL EDUCATION COOPERATIVE

323 West Washington Street Macomb, Illinois 61455 Telephone 309/837-3911

TECHNIQUES FOR COUNSELING PARENTS OF HANDICAPPED CHILDREN

Harris Gabel, PhD.

AGENDA

Friday, January 29, 1982

9:00 - 9:20 a.m.	Registration & Coffee
9:20 - 9:30 a.m.	Welcome - Mrs. Bonnie Swanson, Director, WCISEC
9:30 - 11:15 a.m.	Psychology of Normative Parenting
11:15 - 12:45 p.m.	Lunch (Soup, Sandwich and Salad Bar)
12:45 - 2:45 p.m.	Emotional Adjustment to Having a Handicapped Child: implications for professionals
2:45 - 3:00 p.m.	Break (Coffee & Cold Drinks)
3:00 - 5:00 p.m. * * * * *	Assessment of the Family: gathering information
7:00 - 9:00 p.m. (Evening)	Wine and Cheese - Informal meeting with speaker and participants

AGENDA

Saturday, January 30, 1982

9:00 - 9:20 a.m.	Coffee and Rolls
9:20 - 9:30 a.m.	Comments - Mrs. Swanson
9:30 - 11:30 a.m.	Counseling Parents: basic principles
11:30 - 1:00 p.m.	Lunch (Soup, Sandwich and Salad Bar)
1:00 - 2:15 p.m.	Giving Information to Parents: progress checks, home programming, IEP conferences
2:15 - 2:30 p.m.	Break (Coffee & Cold Drinks)
2:30 - 3:30 p.m.	Developing Parent Groups General Discussion, Question & Answer Period

SERVING FULTON, HANCOCK, HENDERSON
McDONOUGH, AND SCHUYLER COUNTIES

ABOUT THE WORKSHOP

A presentation for school administrators, teachers, therapists, physicians, nurses and others interested in promoting greater operation between themselves and parents.
Emphasis will be placed on the following areas:

-Attaining a functional understanding of the emotional stages of adjustment experienced by parents of handicapped children.
. . . . . *understanding parental reactions, assessing the parents needs, judging your impact, determining if you're helping* . . . . .

-Developing techniques and skills involved in the counseling process.
. . . . . *gaining confidence and trust, finding out what's happening at home, determining parents perception of the problems, explaining your viewpoint* . . . .

-Assessing, planning and carrying out individual parent conferences.
. . . . . *helping parents be realistic, answering parent questions: will he walk, talk, be in a regular class, live independently.* . . . .

ABOUT THE SPEAKER

Dr. Harris Gabel, Child and Family Clinical Psychologist, is an Associate Professor of Psychology at George Peabody College of Vanderbilt University, Nashville, Tennessee.

Formerly research coordinator at the Kennedy Center Experimental School, he currently teaches parent counseling, psychological assessment and child psychotherapy. As Director of the Family, Infant and Toddler (FIT) Project, he developed a model program for educational intervention with young mentally retarded children and their families in rural areas. He has presented workshops on parent counseling at Universities, state agencies, and federal projects throughout the country.

CONFERENCE SCHEDULE

FRIDAY, JANUARY 29TH

9:00 - 9:30	Registration & Coffee
9:30 - 11:15	Psychology of Normative Parenting
11:15 - 12:45	Lunch
12:45 - 2:45	Emotional Adjustment to Having a Handicapped Child: implications for professionals
2:45 - 3:00	Break
3:00 - 5:00	Assessment of the Family: gathering information
7:00 - 9:00 (Evening)	Wine and Cheese - Informal meeting with speaker and participants.

SATURDAY, JANUARY 30TH

9:00 - 9:30	Coffee
9:30 - 11:30	Counseling Parents: basic principles
11:30 - 1:00	Lunch
12:30 - 2:15	Giving Information to Parents: progress checks, home programming, IEP conferences
2:15 - 2:30	Break
2:30 - 3:30	Developing Parent Groups General Discussion, Question & Answer Period

Agenda for Project Consultants

AGENDA

Marketing Consultation
Dave Shearer
September 26-27, 1981

September 26	9:30-12:00	Procedures for stimulating and establishing sites
	12:00-1:00	Lunch
	1:00-2:30	Evaluation instruments
	2:30-4:30	Marketing of materials
September 27	10:00-12:00	Making the 0-3 Project "look good"
	12:00-2:00	Rural Network monographs Upgrading marketability of products Decisions on topics for this year's series Rural Network Proceedings Document

AGENDA

David Shearer
January 26, 27, 28, and 29, 1982

January 26, 1982 - Tuesday

6:07pm Arrive - Peoria, IL Jumer's
Meet Steve Smith - discuss consulting / State impact
8:00pm Meet Connie Petersen for dinner

January 27, 1982 - Wednesday
AM Steve - Consulting group/State impact
Travel to Macomb

1:00pm 0-3 staff - Katie, Bonnie
Follow-up on results of last meeting
Look at brochure proof
Discuss marketing/packaging
Discuss ways to get an Apple in the office
Talk to Dr. Leigh's class (needs slide/tape and overhead)
Dinner - Patti's - Staff

January 28, 1982 - Thursday - Macomb - Holiday Inn

Topics: Finish up 0-3 activities from Wednesday
Parent monograph
Plans for Rural Network - further funding
Consulting/State impact ideas
Outreach proposal
Presentations in Peoria (need overhead slide/tape)

2:00pm Discuss Portage in Paul's Motor Development Class

Dinner - To be arranged

January 29, 1982 - Friday

7:00am Leave Macomb, IL - Patti

9:10am Plane Departs (Continental)

AGENDA

Michael Woodard
Consultant
February 25-28, 1982

Thursday, February 25, 1982

Arrive -- Peoria
Dinner
Macomb

Friday, February 26, 1982

Script--Overview
Movie Script

Saturday, February 27, 1982

9:00 Office, consultant process

12:00 Lunch

1:00 Publishing plan
 0-3 data
 papers

6:30 Dinner, Patti's

APPENDIX C. OUTREACH SERVICES HANDOUT

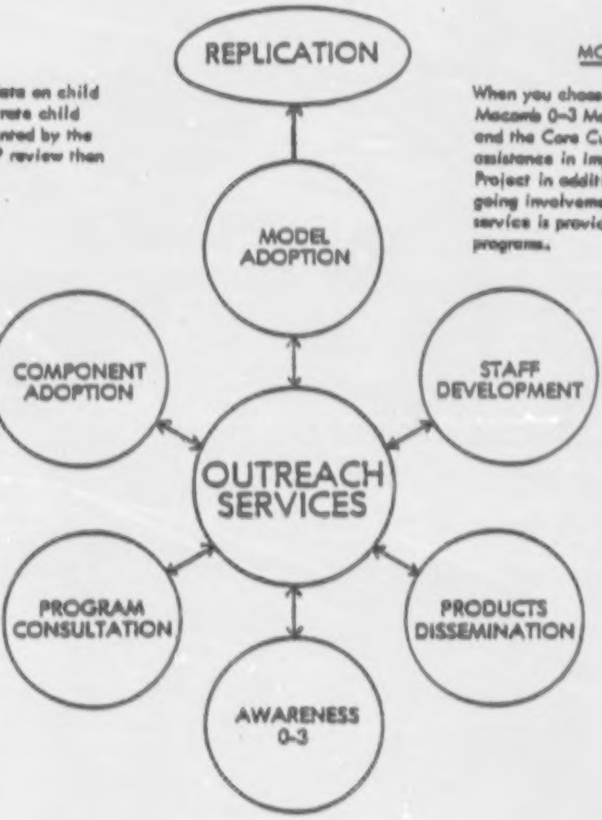
OUTREACH: Macomb 0-3 Regional Project

A Rural Child-Parent Service

JDRP approved

WHAT OUTREACH CAN DO FOR YOU!

The MACOMB 0-3 OUTREACH PROJECT staff understand the challenges of providing services to handicapped children and their families and can suggest additional approaches to your service delivery strategies. We have a variety of activities and possible approaches you can explore.



REPLICATION SITE

As a model adoption site you collect data on child progress. If your program can demonstrate child progress similar to the progress documented by the Macomb 0-3 Regional Project for JDRP review then you become a replication site.

MODEL ADOPTION

When you choose to adopt the JDRP-approved Macomb 0-3 Model (Home Visits, Sharing Centers, and the Core Curriculum) you receive training and assistance in implementing all components of the Project in addition to follow-up services and on-going involvement with the project staff. This service is provided at no cost to participating programs.

COMPONENT ADOPTION

The Macomb 0-3 Model includes Home Visit, Sharing Center and WADE (Water Activities for Developmental Enhancement) components. When you choose to adopt one or more components of the model, you increase the available resources for providing services to children and their families.

STAFF DEVELOPMENT

We can expand your expertise in specific areas which will enable you and your staff to gain new knowledge and competencies in areas which you select. We will provide training sessions which will better able you to address the needs of children and their families.

PROGRAM CONSULTATION

We will work with you on an individual basis to address a specific need related to various areas of concern in program management, development and evaluation.

PRODUCT DISSEMINATION

Our print and media materials are available to you on a rental or purchase basis. A catalog will be sent to you upon request.

AWARENESS

Our presentation on the Macomb 0-3 Model familiarizes you with the benefits that can be gained by the use of our model and our involvement with your staff.

College of Education • 27 Horrabin Hall • Western Illinois University • Macomb, IL 61455 • 309/298-1634
Member of National Diffusion Network

APPENDIX D. OUTREACH EVALUATION FORMS

OUTREACH Services Evaluation Forms
Adoption Site Evaluation Forms

OUTREACH Services Evaluation Forms

E 1.1
10/81

EVALUATION OF PRESENTATION

Date of Presentation: ____________________________

Sponsoring Agency: ______________________________

Presentor: _____________________________________

Presentation Topic: ______________________________

Name (optional): ________________________________

Number of Handicapped Children You Serve: ________

Overall the Presentation Was:

_____ excellent

_____ good

_____ fair

_____ poor

Please answer the following questions using this code:

NA - not applicable
1 - lowest score
2
3 - average
4
5 - highest score

1. Was the presentation informative?

   NA 1 2 3 4 5

2. Did you gain new knowledge as a result of the presentation?

   NA 1 2 3 4 5

3. Audio-visual materials used during the presentation were helpful instructional aids.

   NA 1 2 3 4 5

4. Was information presented in a clear and understandable manner?

   NA 1 2 3 4 5

5. Did the presentor(s) answer questions satisfactorily?

   NA 1 2 3 4 5

6. Do you wish to receive more information about the Macomb 0-3 Regional Project and the available outreach services?

   ______ yes ______ no

7. Comments:

OUTREACH: Macomb 0-3 Regional Project

JDRP approved

A Rural Child-Parent Service

Our records show that we sent you the following materials on

Since we would like to improve and expand our written materials, we are interested in your reactions to them. Also, it is important to us to determine the impact of the materials disseminated by our project. We'd like to know whether you are using our materials in your work. If you are, we'd like to have some idea how they are being used.

Now that you have had an opportunity to review the materials, would you please take a few moments to complete the enclosed questionnaire and return it to us.

Our project also offers training for and consultation to programs for young handicapped children. If we can help you meet needs in your program, please do not hesitate to call (309) 298-1634 or write our office.

Thank you for your cooperation.

Sincerely,

Patricia L. Hutinger, Ed.D.
Project Director
Professor, Early Childhood

College of Education • 27 Horrabin Hall • Western Illinois University • Macomb, IL 61455 • 309/298-1634
Member of National Diffusion Network

E 2.1
10/81

EVALUATION OF MATERIALS

Date: ______________________________

Agency: ______________________________

Name (optional): ______________________________

Occupation: ______________________________

Number of Handicapped Children You Serve: ________

1. Have you incorporated any of the ideas described in our Baby Buggy materials into your program for early childhood handicapped?

   yes _____ no _____

   If yes, please check which ones:

   1.1 Developing general awareness _____
   1.2 Coordination with school and medical community _____
   1.3 Home visit activities _____
   1.4 Sharing Centers _____
   1.5 Water Activities _____
   1.6 Use of Mobile Unit _____
   1.7 Staff Activities Accountability Program _____
   1.8 Parent Charting _____
   1.9 Referral System _____
   1.10 Advisory Council _____
   1.11 Toy Workshops _____
   1.12 Home Made Toys _____
   1.13 Other _____

   If no, why not?

   1.14 Not relevant
   1.15 Insufficient information

1.16 Impractical
1.17 Not suited to local needs
1.18 Other ______________________________

2. Have you shared any of our materials with other persons?

yes _____ no _____

If yes, please check with whom:

2.1 Other staff members _____
2.2 Parents _____
2.3 Professionals other than staff members _____
2.4 Others ______________________________

3. Have you used our materials in any other way?

____

____

____

4. Can we be of further service to you or your program through inservice training or consultation?

____

____

____

5. Other comments:

____

____

____

Please return this form to: OUTREACH: Macomb 0-3 Regional Project
27 Horrabin Hall
Western Illinois University
Macomb, Illinois 61455

E 3.1
10/81

EVALUATION OF CONSULTATION

Date of visit: ______________________________

Agency: ______________________________

Name of Consultant: ______________________________

Name (optional): ______________________________

Purpose of Consultation: ______________________________

____

Length of Time of Consultation: ________________

Overall the consultation was:

_____ excellent

_____ good

_____ fair

_____ poor

Please answer the following questions using this code:

NA - not applicable
1 - lowest score
2
3 - average
4
5 - highest score

1. Did the consultant formulate objectives related to his/her visit?

   NA 1 2 3 4 5

   Comments: ____

   ____

   ____

2. Was the consultant well prepared?

NA 1 2 3 4 5

Comments: ______________________________

____

____

3. Did the consultant demonstrate expertise in his/her field?

NA 1 2 3 4 5

Comments: ______________________________

____

____

4. Did the consultant demonstrate knowledge and skills related to the unique characteristics of the Project?

NA 1 2 3 4 5

Comments: ______________________________

____

____

5. Did the consultant give useful, relevant suggestions to the appropriate staff member(s)?

NA 1 2 3 4 5

Comments: ______________________________

____

____

6. Did the consultant answer questions satisfactorily?

NA 1 2 3 4 5

Comments: ______________________________

____

____

7. Will the Project make changes as a result of this visit?

NA 1 2 3 4 5

Comments: ______________________________

____

____

8. Would you recommend this consultant to other professionals?

NA 1 2 3 4 5

Comments: ______________________________

____

____

9. Did the consultant produce a useful product?

NA 1 2 3 4 5

Comments: ______________________________

____

____

10. Was the amount of time expended appropriate to the nature of the product produced?

NA 1 2 3 4 5

Comments: ______________________________

____

____

E 4.1
10/81

EVALUATION OF WORKSHOPS OR IN-SERVICES

OUTREACH: Macomb 0-3 Regional Project

Date: ______________________________

Sponsoring Agency: ______________________________

Name (optional): ______________________________

Occupation: ______________________________

Number of Handicapped Children You Serve: ______________

Workshop Topic: ______________________________

Presenter: ______________________________

Overall the presentation was:

________ excellent
________ good
________ fair
________ poor

Please answer the following questions using this code:

NA - not applicable
1 - lowest score
2
3 - average
4
5 - highest score

1. Was the content of the workshop appropriate for your needs?

NA 1 2 3 4 5

Comments: ______________________________

____

____

2. Did you gain new knowledge as a result of this workshop?

NA 1 2 3 4 5

Comments: ______________________________

____

____

3. Was the presenter well prepared?

NA 1 2 3 4 5

Comments:____

4. Did the presenter demonstrate expertise in his/her field?

NA 1 2 3 4 5

Comments:____

5. Did the presenter respond to questions satisfactorily?

NA 1 2 3 4 5

Comments:____

6. Were A/V materials used in the presentation helpful as instructional aids?

NA 1 2 3 4 5

Comments:____

7. Were written materials used in the presentation helpful as instructional aids?

NA 1 2 3 4 5

Comments:____

8. Are you interested in receiving training or other services from the Macomb 0-3 Regional Project OUTREACH staff?

yes______ no______

Comments:____

EVALUATION OF TRAINING

For Component or Model Adoption

Date(s) of training session: ______________________________

Sponsoring agency: ______________________________

Presenter: ______________________________

Workshop topic: ______________________________

Name (optional): ______________________________

Occupation: ______________________________

Number of Handicapped Children You Serve: ____________________

Overall the training session was:

_____ excellent

_____ good

_____ fair

_____ poor

Please answer the following questions using this code:

NA - not applicable
1 - lowest score
2
3 - average
4
5 - highest score

1. Was the format of the training session appropriate?

NA 1 2 3 4 5

Comments: ______________________________

____

2. Were the A/V materials helpful as instructional tools?

NA 1 2 3 4 5

Comments: ______________________________

____

3. Were written materials used during the training helpful as instructional tools?

NA 1 2 3 4 5

Comments: ____________________

____

4. Did the trainer(s) formulate objectives for the session?

NA 1 2 3 4 5

Comments: ____________________

____

5. Did the trainer(s) meet the objectives for the session?

NA 1 2 3 4 5

Comments: ____________________

____

6. Do you feel you understand the Macomb 0-3 Project model and the services provided by the OUTREACH staff?

NA 1 2 3 4 5

Comments: ____________________

____

7. Did the training session provide you with new information?

NA 1 2 3 4 5

Comments: ____________________

____

8. Did the training satisfactorily prepare you to implement the components of the Macomb model which the program is adopting or replicating?

NA 1 2 3 4 5

Comments: ____________________

____

9. Do you think the Macomb 0-3 Project model or model components will work in your program?

NA 1 2 3 4 5

Comments: ____________________

____

10. Will your program change as a result of this training session?

NA 1 2 3 4 5

Comments: ______________________________

____

11. Did the trainer(s) answer questions satisfactorily?

NA 1 2 3 4 5

Comments: ______________________________

____

12. Do you have any suggestions for improvement of the training session?

____

____

____

13. What were the strengths of the training session? ______________

____

____

____

14. What follow-up services would you like to request from the OUTREACH staff following this training?

____

____

____

OUTREACH: Macomb 0-3 Regional Project

JDRP approved

A Rural Child-Parent Service

SITE QUESTIONNAIRE

SATISFACTION WITH OUTREACH SERVICES

Date: ___/___/___

Site Staff Member: ____________________

Site: ______________________________

Instructions: Please read each question, marking your response on the line provided or next to the desired answer.

1. In what ways have you participated in staff development activities that have been planned by the program?

   (1) Seminars, short group meetings .... ____

   (2) Meetings with other staff (e.g., session with project director) .... ____

   (3) Workshops .... ____

   (4) Continuing education activities.......................... ____

   (5) College course work .... ____

   (6) Assigned professional reading .... ____

   (7) Other (specify) .... ____

2. How often do you participate in staff development activities?

   (1) At least once a week .... ____

   (2) At least once a month.......................... ____

   (3) Other (specify) ....

   ____

   (4) Never .... ____

3. Do you feel that there have been enough staff development opportunities to meet your needs to function competently in your position?

   (1) Yes

   (2) No → Go to Item 5

   (3) Don't know

4. What additional opportunities do you think there should be?

   (1) ____

   (2) ____

   (3) ____

5. Do you feel that you have gained anything from your participation in the staff development program? %

(1) Yes ____

(2) No ____

(3) Don't know ____

→ Go to Item 7

6. What have you gained?

(1) Knowledge (list areas or topics of knowledge) ____

____

____

____

(2) Planning skills (list type of skills) ____

____

____

____

(3) Implementation skills (list type of skills) ____

____

____

____

(4) Changed attitudes (list kinds of attitudes developed) ____

____

____

____

7. Do you think your participation in this program will provide you with opportunities for career advancement?

(1) Yes ____

(2) No ____

(3) Don't know ____

8. Did the program provide the type of staff development that met your needs?

(1) Yes → Go to item 10 ___

(2) No ___

9. What needs did you have that were not addressed?

(1) Knowledge (list areas or topics of knowledge)

___

___

___

(2) Planning skills (list type of skills)

___

___

___

(3) Implementation skills (list type of skills)

___

___

___

(4) Changed attitudes (list kinds of attitudes developed)

___

___

___

10. Overall, are you satisfied with the services that the project has provided to meet your staff development needs?

(1) Yes ___

(2) No ___

(3) Don't know ___

Please rate the overall quality of services received.

___ Excellent ___ Good ___ Fair ___ Poor

11. Can you think of any ways the staff development program might be changed to serve you as a staff member better?

(1) Yes ____

(2) No ____

(3) Don't know ____

12. In what ways could the staff development component be changed?

____

____

____

____

Adoption Site Evaluation Forms

S5.2
3/82

Evaluation Checklist

Home Visit Component

Date ______________________________

Agency ______________________________

Evaluator ______________________________

General (Interview) Questions

1.) How often are home visits made? ______________________________

2.) How would you rate the success of home visits in your program?

____

3.) Have there been any specific problems in implementing home visits?

____

4.) Have you modified the Macomb 0-3 model in any way? ______________

____

Specific checklist (to be completed after observation)

NA-Not Applicable 1-Never 2-Sometimes 3-Often 4-Always

NA 1 2 3 4 1. Was the activity plan adequately prepared?
NA 1 2 3 4 2. Was CDS/teacher-parent rapport established?
NA 1 2 3 4 3. Was CDS/teacher-child rapport established?
NA 1 2 3 4 4. Were the objectives selected for the child appropriate?
NA 1 2 3 4 5. Were appropriate activities for working on objectives selected by CDS/teacher and the parent?
NA 1 2 3 4 6. Were CDS/teacher directions to the child appropriate, consistent, and audible?
NA 1 2 3 4 7. Did the CDS/teacher model desired parent behaviors?
NA 1 2 3 4 8. Did the CDS/teacher observe parent implement activities and reinforce parent's performance?
NA 1 2 3 4 9. Did CDS/teacher explain purpose of activities to parent?
NA 1 2 3 4 10. Was a reminder system for the week's activities explained and left with the parents?
NA 1 2 3 4 11. If parents were asked to chart performance during the week, was the system explained adequately to the parents?
NA 1 2 3 4 12. Were appropriate activity and/or record keeping materials left with the parent?
NA 1 2 3 4 13. Did the CDS/teacher answer parent's questions?
NA 1 2 3 4 14. Were appropriate interaction techniques used with the parent by the CDS/teacher?
NA 1 2 3 4 15. Were appropriate interaction techniques used with the child by the CDS/teacher?

S5.3
3/82

Evaluation Checklist

Sharing Center Component

Date ______________________________

Agency ______________________________

Evaluator(s) ______________________________

General (Interview)

1. How often are sharing centers held? ______________________________
2. Approximately how many attend?

   ________parents ________guests

   ________children ________staff/volunteers
3. How would you rate the success of sharing centers in your program?

   ____
4. Where are the centers usually held? ______________________________
5. Have you had specific problems implementing sharing centers? __________

   If so, what? ______________________________
6. Have you modified the Macomb 0-3 Model in any way? ______________

   If so, how? ______________________________

Checklist (To be completed after observation)

NA-Not Applicable 1-Never 2-Sometimes 3-Often 4-Always

NA 1 2 3 4 1. Was CDS/teacher adequately prepared?
NA 1 2 3 4 2. Were the activities appropriate for the children attending?
NA 1 2 3 4 3. Were the activities varied and interesting?
NA 1 2 3 4 4. Did the CDS/teacher communicate and interact appropriately with the children?
NA 1 2 3 4 5. Did the teacher promote social interaction between children and parents?
NA 1 2 3 4 6. Did the CDS/teacher provide an opportunity for the child to explore and experiment on his/her own through non-directed activities?
NA 1 2 3 4 7. Did the CDS/teacher interact appropriately with parents?
NA 1 2 3 4 8. Did the CDS/teacher involve parents in the activities?
NA 1 2 3 4 9. Were the parents informed of the activities to be used during the center?
NA 1 2 3 4 10. Were the parents informed of the purposes of the activities in clearly understandable terms?

S5.4
3/82

Evaluation Checklist

WADE Component

Date ____________________

Agency ____________________

Evaluator(s) ____________________

General (Interview)

1. How often are WADE sessions held? ____________________
2. Approximately how many attend?

   ______ parents ______ children ______ guests ______ staff
3. How would you rate the success of WADE sessions in your program?

   ____
4. How would your parents rate the success of WADE?

   ____
5. Where are WADE sessions held? ____________________
6. Have you had specific problems implementing WADE sessions?

   ____
7. Have you modified the Macomb 0-3 model in any way? ____________________

   If so, how? ____________________
8. Is there a need for follow-training? ____________________

Checklist (To be completed after observation)

NA-Not Applicable 1-Never 2-Sometimes 3-Often 4-Always

NA 1 2 3 4 1. Were parents encouraged to work with their children in the water?
NA 1 2 3 4 2. Did the CDS/teacher demonstrate techniques for parents to use with their children in the water?
NA 1 2 3 4 3. Were appropriate techniques for water adjustment used?
NA 1 2 3 4 4. Were floatable toys used to stimulate movement?
NA 1 2 3 4 5. Were group activities and circle games used?
NA 1 2 3 4 6. Were opportunities to incorporate language and social learning used?
NA 1 2 3 4 7. Did the CDS/teacher interact appropriately with the children?
NA 1 2 3 4 8. Did the CDS/teacher interact appropriately with parents?

MACOMB 0-3 REGIONAL PROJECT

PARENT QUESTIONNAIRE: EVALUATION OF PROGRAM

Date: __/__/__

Interviewer's Name:________________________________

Parent's Name (optional):____________________________

INSTRUCTIONS: The interviewer should be an individual who is not directly engaged in providing services to children in the program being evaluated.

Read the questions and provide additional explanation or information as necessary, naming the possible responses. Record the response to each question, writing additional comments as indicated by the parent.

Revised form taken from TADS adaptation of the parent survey in Final Report on Evaluation of H.C.E.E.P. Battelle, Columbus, 1976.

SUMMARY OF FAMILY INVOLVEMENT IN PROGRAM

I have participated in:

☐ Home Visits (___once a week ___once a month ___other)
☐ Sharing Centers
☐ WADE
☐ Parent Meetings

I have:
(check what you have done)

☐ shared information we have learned from the program with others
☐ helped plan activities, meetings for the program
☐ written letters to congressmen about support for programs
☐ filled out a form like this before about the program

I have had these services provided through the program:
(check services provided)

☐ medical evaluations (such as doctor's appointment, Crippled Children's Clinic)
☐ speech evaluation
☐ hearing evaluation
☐ vision evaluation
☐ occupational therapy visits
☐ physical therapy visits
☐ supplemental funding information
☐ other ______________________________

These people who care for my child have been involved with the program:

(check those who have been involved)

☐ mother (how?____________________________________)
☐ father (how?____________________________________)
☐ brothers, sisters (how?__________________________)
☐ grandparents (how?______________________________)
☐ other relatives (how?____________________________)
☐ babysitter/day care (how?_________________________)
☐ others (how?____________________________________)

1. Do you have a chance to participate in the program?

☐ YES COMMENTS________________________________

☐ NO ________________________________

2. Were you given activities to do with your child by the program staff?

☐ YES COMMENTS________________________________

☐ NO ________________________________

3. Did you help plan the activities for your child?

☐ YES HOW?________________________________

☐ NO ________________________________

4. What kinds of activities were provided for you to work with your child?

☐ Language and speech (such as talking, saying sounds, following directions)

☐ Motor (such as walking, jumping, balancing, finger skills)

☐ Self-Care (such as toileting, dressing, feeding)

☐ Attention span (being able to stay with one activity)

☐ Reasoning, problem solving, thinking skills

☐ Getting along with other children and family members

☐ Behavior management (such as handling tantrums, crying, hitting)

☐ Other.________________________________

5. Has the program staff told you how to carry out the activities or helped you plan how to carry them out?

☐ YES COMMENTS________________________________

☐ NO ________________________________

6. Has the program staff loaned you toys or materials to help you do the activities?

☐ YES COMMENTS________________________________

☐ NO ________________________________

7. Were the activities you were given or helped plan helpful to you and your child?

☐ YES WHY?____

☐ NO ____

8. How often do you use the activities with your child?

☐ Several times a day

☐ Once a day

☐ Several times a week

☐ Once a week

☐ Several times a month

☐ Once a month

☐ Other ____

9. Is there any reason that you didn't use the activities?

☐ Didn't have time

☐ Didn't have materials I needed

☐ Didn't know how to do the activities

☐ Didn't think they would help my child

☐ No particular reason

☐ Other ____

10. Have you gained anything from being in the program with your child?

☐ YES COMMENTS______________________________________

☐ NO ____

11. What have you gained from being in the program?

☐ Knowledge of my child's problems and needs

☐ Better understanding of child development

☐ Knowledge of activities for my child

☐ Better understanding of the importance of working with my child

☐ Skills for working with my child

☐ Other ____

12. Overall, are you happy with the services the program has provided you as a parent?

☐ YES COMMENTS________________________________

☐ NO ________________________________

13. Overall, are you happy with the services the program provided to your child?

☐ YES COMMENTS________________________________

☐ NO ________________________________

14. Do you have ideas for other activities or services you would like to see in the program?

☐ YES COMMENTS________________________________

☐ NO ________________________________

15. Do you have ideas for making the program better?

☐ YES COMMENTS________________________________

☐ NO ________________________________

16. Please add any other comments you have about the program.

____

____

____

____

APPENDIX E. OUTREACH PRODUCT DEVELOPMENT: PRINTED MATERIALS DEVELOPED

"Sharing Centers: An Alternative Strategy for Parent Involvement"

"Making Use of the News Release"

"Proposal Writing: A Beginning"

"A System for Record Keeping and Collection of Cost Data: The Staff Activities Accountability Programs"

Sharing Centers: An Alternative Strategy for Parent Involvement

Patricia Hutinger, Ed.D.
Kathleen McCartan, Ph.D.

DRAFT COPY

OUTREACH: Macomb 0-3 Regional Project

JDRP approved

A Rural Child-Parent Service

SHARING CENTERS: AN ALTERNATIVE STRATEGY FOR PARENT INVOLVEMENT

Patricia Hutinger, Ed.D.
Kathleen McCartan, Ph.D.

INTRODUCTION

Whether rural or urban, data clearly demonstrate that effective early intervention programs produce positive changes in very young children who experience handicaps[1] and developmental delays. But those same professionals who work so well with young children are not nearly so successful in working with the adult population who are the parents of youngsters with handicaps. Strategies that work well with young children are rarely effective with adults. Professionals who develop effective programs for children often attempt to develop similar programs for the parents, but parents do not participate. Professionals then blame the parents for "lack of interest" when attendance at parent meetings is low.

Although the factors that produce a paucity of parent involvement in some early childhood programs are both complex and inter-related, the needs of families of young children with handicaps revolve around common elements such as information, emotional support, linkage with other social services and professionals. In order to meet these needs, the Macomb 0-3 Regional Project's Sharing Center concept emerged with emphasis on individual differences among parents, provision of varied involvement activities, and attention to the immediate needs and expectations of the parents. A critical assumption which underlies the formation and implementation of Sharing Center activities is the notion that parents are "adult learners", a term frequently used in Continuing Education. The implications of application of the adult learning assumptions provide the framework for Sharing Center activities, and are discussed later in this paper.

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[1] Handicapped is defined as any medical, psychological or educational condition that inhibits or prevents achievement or acceptance, including signs of significant discrepancies in critical areas that affect normal growth and development.

DESCRIPTION OF A SHARING CENTER

Sharing Centers: An Overview

Sharing Centers provide an alternative and effective strategy for obtaining group parent participation and have been an essential component of the JDRP-approved Macomb 0-3 Regional Project's[2] rural home-based delivery system since 1975. The establishment of Sharing Center groups in rural communities and small towns has been successfully demonstrated as a technique which enables parents to meet together for a common purpose, with their children, on a regular basis. Additionally, parents and children also participate in a weekly home visit.

From initial contact during Sharing Centers, some parents go on to serve in other roles. Some serve on the Project's Advisory Council, others present public information about the Project or help secure the cooperation of medical personnel in Project activities. Others begin to participate in advocacy roles. The Sharing Center provides a way to meet the individual differences and needs of parents and to provide an effective learning situation for both children and adults.

Sharing Centers are designed to meet family needs. Participants include mothers, fathers, handicapped children, siblings, and extended family members. Sharing Centers present varied opportunities for participation depending on individual needs and adult developmental tasks faced by each family. Further, Sharing Centers are one means to reduce the isolation felt by rural families.

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[2] The Macomb 0-3 Regional Project is a Handicapped Children's Early Education Program (HCEEP) First Chance Project funded by the Special Education Programs. In June of 1980, the Project was reviewed by the Joint Dissemination Review Panel (JDRP) and received approval for national dissemination, as an exemplary program.

In rural areas, geographical location is the determining factor in Sharing Center membership since groups consist of families who live in the same area. Once established, the group maintains constant membership unless a family leaves the area or the child moves into another program at age three. Parents participate in activities with their own child and with other children. Parents gain new skills and new information during the study time which is incorporated into the Sharing Center. Parents plan and take responsibility for some activities and for securing the materials necessary for implementing the activities during a session. Ultimately, parents can operate their own Sharing Center, without the help of Project staff.

Participation in Sharing Centers and observation of other children, as well as the establishment of close ties with other parents, allows many opportunities for parents to provide and receive support from other parents when their children have problems or attain an important milestone. Encouraging parents to work with children other than their own provides the child with some psychological distance from his/her mother or father in a comfortable, nonthreatening setting. Working with other children also provides an opportunity for parents to find out more about what can be expected from their child as well as other children and allows parents to watch their own child interact with other adults and children.

The concept of the Sharing Center was developed from the application of the organizational framework and activities used in parent-cooperative nursery schools (an early childhood setting that has been used in this country for the past fifty years) to use with children with handicaps and their families. By definition, the parent-cooperative nursery school is an early childhood setting that is planned, managed, and operated by parents on a coordinated, cooperative basis. Parent involvement in cooperative nursery schools is the building block for the entire program. The crucial nature of parent involvement was carried into the Sharing Center component.

Sharing Centers are used in conjunction with a home-based program in the rural farmland and coal mining area served by the Macomb 0-3 Regional Project's continuation sites. Other rural areas have also successfully adopted Sharing Centers.

Depending on the community, Sharing Centers are held in churches, community buildings, schools, homes, or out-of-doors in parks, on a scheduled bi-weekly basis. Project parents and children participate along with parents of non-handicapped children. Siblings, usually of preschool age since Sharing Centers are most frequently held in the morning, are welcome. In addition to siblings, other non-handicapped children and their parents are invited. These children assist in providing "mainstreamed" social experiences for the project children attending the Sharing Center. The activities in a Sharing Center are varied and are geared toward meeting the objectives of each Project child's individual programs. Parents are involved in planning of Sharing Centers.

Goals and Objectives

The major goals of Sharing Centers, in terms of program staff, are twofold: to plan and implement appropriate activities to meet the needs of all the children participating; and to provide appropriate activities to meet the needs of the parents participating in the Project.

From the parents' perspective, Sharing Center objectives often include the development of a number of behaviors and skills related to their role as parents and the tasks of raising children. They want to learn to child-proof their homes and frequently learn to child-proof an area through activities at the Sharing Center (although this is a skill that is often developed during home visits). They also want to learn to arrange materials at both home and center so that children can explore and learn maximally. Parents want to know how toprovide a variety of experiences for their children and how to use household objects as part of a learning situation. Stimulating the child's language and communicating with other adults and children are also major objectives for parents. Parents want to develop skill in using child management techniques as well as skills in planning and conducting their own Sharing Centers. Frequently, parents' major objectives are to share problems and experiences with other adults. In addition, both information and acceptance of a child's handicap and/or delay and developmental level are target objectives for many parents.

Sharing Center Activities

Activities planned for children at Sharing Centers include those designed to enhance development of skills in sensorimotor, cognition, language, self-help and social development. The Project's Core Curriculum is used to determine appropriate activities for children. Physical therapy or occupational therapy may also be part of the activities, depending upon the nature of the handicapping conditions displayed by the Project children participating in a specific Sharing Center. Parents and children interact and share ideas, activities and experiences for mutual growth. Detailed Sharing Center procedures and activities are outlined in Have Wagon: Will Travel (Hutinger, Donsbach, Hommel, Longanecker and Sharp, 1977). Parents are involved in planning and carrying out activities, which range from providing a nutritious snack, arranging for a field trip, to developing materials for a new activity.

Procedures and Schedule

A Sharing Center begins with a period of individual activities so that parents and children who arrive late can join in easily. Activities are planned so that at least one activitiy will be successful for each child present (e.i., the child can accomplish the task), and to offer challenges within the children's range of abilities. Adaptations necessary for specific handicapping conditions are made. Adults join in some activities, but others are designed so that children can participate without adult help. Sometimes messy activities that parents are not likely to plan at home (i.e., pudding painting, play with colored water) are planned for the Sharing Center. Some activities make use of objects easily found in a home that parents learn about inexpensive but effective materials. Parents learn new skills related to activities and materials for use with their children as well as new ways to manage their children.

During a Sharing Center, time is usually set aside when parents can talk about their special needs or obtain new information (a parent study group). Snack time is often a good time for such discussions if there are helpers available to work with the children. When there are volunteers, college students in training, or other staff members at the Sharing Center, parents can go to another area with the Child Development Specialist (CDS) to discuss a topic of interest (which is one the parents have requested). Topics include child management techniques, communication development, and information provided by special consultants as parents express need for them. Toy workshops are sometimes held at which time sturdy toys are constructed.

Sharing Center Evaluation

Because the Macomb 0-3 Project has an extensive formal plan to measure child progress through individual testing and performance measures the evaluation carried out for Sharing Center activities is less formal.[3] Several strategies follow; however, other techniques are also used, depending on the needs of a specific group. Unless there are extra persons at the Sharing Centers to keep careful records of individual behavior, the CDS's evaluate after the Center session is completed, using a form which provides a record of events that occurred at that particular Sharing Center. On the form, a distinction is made among Project children, siblings, and nonhandicapped children. A record is kept of the activities in which a particular child participated. Study group activities for parents are also noted on the form. There is also a space for recording anecdotal information. Parents sometimes assume responsibility for recording information on the form during the Sharing Center.

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[3] Statistical data included in the JDRP submission indicate significant gains in the areas of physical development, self-help, and language.

Another essential means of evaluation is parents' comment about Sharing Center activities. Parents' attitudes about the Project are systematically obtained every six months, using a questionnaire administered by an impartial interviewer. Uniformly favorable comments are obtained from the parents. Parents' comments during, after, or before a Center also provide an informal but quite useful means of evaluation. Such comments lead to the modification, addition, or deletion of an activity, or to the repetition of a favorite activity. Since the parents are so directly involved in the planning and implementing of the activities they are continously evaluating the effectiveness of new ideas developed and/or the activities which have gone stale. When an activity works very well, or when it is unsuccessful, the CDS's and the parents analyze the elements of the activity so they can become more effective in designing and developing further activities.

Other evaluation data can be collected by recording the number of parents who attend each Sharing Center, along with the number of siblings and Project children. Also important is the number of parents who, for one reason or another, fail to attend a scheduled center. These parents are then contacted to determine the reason for their absence (e.g. time, location, transportation difficulties). The CDS can then work with the parent to resolve problems in time for the next Sharing Center.

HOW SHARING CENTERS MEET PARENTS' NEEDS

Meeting Parents' Needs

Although most parents of children with handicaps report feelings of social isolation, the geographical isolation resulting from distances between homes and population centers in rural areas serves to increase the isolation of rural families. The social isolation families sometimes feel is frequently a function of the very existence of the child's handicap, which tends to isolate the parents from their usual social supports during the child's first few years. Even grandparents may deny the existence of any handicapping condition. In the context of social isolation, the parents' needs, particularly emotional ones, are often not met during normal social interactions in the community. They do not fit into the everyday social routines that other families take for granted. When rural parents face further isolation because of geographical distance, the problem is compounded. Very seldom are there more than one or two families in a community which share similar demands, concerns and frustrations because they have children with similar handicaps. The likelihood of other children experiencing the same handicapping condition is remote in rural areas. Urban areas may have parent groups for children with Down Syndrome, but a rural area may have only one or two young infants with Down Syndrome in a 60 mile radius.

In the Sharing Center situation, parents can find social support. When they find that other parents have similar problems and emotional needs, parents feel that they are not alone. The Sharing Center also provides opportunities for parents to observe, to acquire information and skills, and to plan activities which meet a wide range of objectives.

Parents' Developmental Tasks

Because adults are faced by a series of developmental tasks; awareness of these tasks is critical when working with parents of children with handicaps.

The teen-age mother, who may still be in the midst of both preparing for a job and managing a home must accomplish different developmental tasks than a forty year old father who is concerned with developing a healthy life style and a change in job responsibility. Adult developmental tasks include career and vocational factors, home and family living factors, skills and abilities improvement, health factors and community living factors (Knowles, 1978). Preparing for children and raising children are but one part of adult developmental tasks. When the child is handicapped or developmentally delayed, the parents experience great stress in accomplishing the expected developmental tasks of adulthood. Young adults are concerned with different tasks than those in the middle or later years, and rural families often face further difficulties. The roles parents play in Sharing Centers reflect opportunities to accomplish a variety of adult developmental tasks.

Parents as Adult Learners

The strategies used in Continuing Education related to adult learners can be used for both planning and implementing effective activities which involve parents' participation in their children's programs (Knowles, 1978).

Sometimes staff members in a early education project make use of a strategies derived from the characteristics of adult learning, but frequently on a "common sense" and "random" basis. Sharing Centers (and other parent involvement strategies as well) are more effective when program staff attend to and consistently apply the strategies implied by the body of information regarding adult learners. Experts in Continuing Education have developed a set of assumptions about the nature of adult learning (Knowles, 1978) which have been applied by project staff to the planning activities, climate, and content of Sharing Centers. The assumptions follow together with the implications of each assumption as it relates to Sharing Centers.

If staff do not beleive that families will participate, Sharing Centers will not work. Staff members must accept parents' individual differences, be able to cooperatively work with parents and be willing to individualize activities for parents as well as children. Staff must also apply principles of adult learning in parent involvement activities, including:

1. Adults tend to have a problem-centered orientation to most learning which affects the content, organization and learning experiences selected. Parents participate actively in the Sharing Center and feel a need to learn about themselves and their children.
2. Adults need to be self-directive in their learning experiences, a factor which helps determine the decision making framework for determining appropriate activities. Parents accept a share of the responsibility for planning and operating a Sharing Center, so they then have some feeling of commitment toward it. Parents perceive the goals of the Sharing Center to be their goals and have a sense of progress toward their goals.
3. Adults have accumulated a reservoir of experience which is a rich resource and a broad base upon which to relate new learning. This experience base suggests that parent participation activities which "tap the experinece of the learners and involve them in analyzing their experience" (Knowles, 1978, p.56) are essential. The learning process that occurs in the Sharing Center is related to and makes use of the experience of the parents. The Sharing Center is characterized by mutual respect and trust among parents and professional staff, mutual helpfulness, freedom of expression, and acceptance of differences.
4. Adult readiness to learn is based on the developmental tasks required for performance of social roles. Parents' readiness for new learning reflects the need created by the developmental phases parents are approaching in their roles as spouses, parents, workers, organizational

members, and leisure time users. Many of the objectives for parent learning in Sharing Centers are related to the developmental task of raising children and being a parent, yet other developmental tasks relating to establishing social contacts and community involvement are also involved.

The following anecdote serves as an example of the effective application of the preceding principles. Differences in developmental tasks and in other factors which can be accounted for in Sharing Centers are demonstrated.

Mary Anderson[1] lives in a small Iowa town and she is not yet twenty. The father of her first child is overseas. She is black. Mary lives with her family and works in the local grocery store. She has her high school diploma. And she has a son, Timothy, a baby who has cerebral palsy. No one in her family has experienced a handicap and no one is prepared to cope with the special positioning and feeding problems this child presents. But Mary and Tim are involved in both home visits and Sharing Centers in a site which has adopted the Macomb 0-3 model for serving young children with handicaps.

Another mother, now 40, has three girls under twelve and a two-year-old boy, Josh, who also has cerebral palsy. Lou Barnes has worked as a teacher of young children. Her home is large, sunny, and carefully decorated. Her husband is a professional who has just accepted a change in a job role which gives him more managerial responsibility. Lou has attended many meetings and conferences, gathering information and skills she has needed since Josh was first diagnosed as having cerebral palsy.

Mary Anderson, Lou Barnes, Tim and Josh, have all participated in the same Sharing Center group since it started, along with a group of six other families each with their own unique story. Lou has given Mary valuable tips on feeding Tim and has talked with Mary many times about doctors and therapists.

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[1] Names and situations have been changed to protect the privacy of individual families.

Mary calls Lou when she has questions or needs support. In the meantime, Lou is gathering the information she needs to become an effective advocate for her child. Both Mary and Lou compare notes about the boys' growth and problems, as well as solutions to those problems, and provide moral support in times of emotional stress.

During Sharing Centers, Lou helps plan activities and carries them out, bringing materials and working with other mothers. She knows how to make some of the adaptive equipment Josh needs and she is pleased to be able to show other mothers how it's done. Lou can run a Sharing Center without help from project staff and has recently accepted a position on the Project's Advisory Board. Mary learns a lot from watching Lou, the other mothers and children. She participates in activities and is beginning to work with other children beside Tim. As she gains confidence in herself, she will be involved in planning and has expressed a desire to take a more active role in carrying out activities. At the last Sharing Center she offered to provide transportation for another mother and child who were new to the group, picking them up and bringing them to the next Sharing Center.

Growth of a Sharing Center Group

The Sharing Center is not designed to meet all parent needs immediately and concurrently. Instead, the needs of the parent are identified and worked on over time, as the parents grow and change in their acceptance of the child's handicap.

The experience of staff members and families in one 0-3 program as they adopted Sharing Centers illustrates the on-going changes and the responses over time of parents to their own needs that are possible in Sharing Centers. The two staff members in the program invited five project children and their parents and siblings to participate in the Sharing Center. In addition, one other typically developing child was invited to attend.

In the initial four sessions, held monthly, the primary objectives were to provide social contacts for the parents and children within the setting of appropriate and pleasant activities for the children. By the second Center, the parents were calling each other by name and observing each other's children. During the third session the parents began to assist children other than their own and comment positively on those children to the children's parents. The same behaviors continued during the third and fourth sessions, with increasing interaction among the parents.

During the fifth Sharing Center the staff arranged for the children to be supervised by the occupational therapist and took the parents to another room for half an hour. During that time the parents were asked to evaluate the Sharing Center for the first time in a group.

Uniformly, the parents indicated their pleasure in coming to the Centers and the positive value that they placed on the Centers for both themselves and their children. Parents indicated that the Sharing Center was the only or one of the few opportunities for their child to interact with other children and for themselves to visit with other mothers and fathers in situations similar to their own. Several of the mothers indicated an increased understanding of their child's problems and an increased understanding of how that child was functioning in comparison to other children.

When asked for suggestions for future centers, the parents commented that they enjoyed a chance to talk among themselves, away from their children. Could they plan such a time in the future? When assured that it was possible, one parent volunteered that, as long as they were meeting, she would like to talk about and get some assistance in managing behavior and disciplining her children. The rest of the parents agreed, indicating that that was an area of real concern for them. Such a session was planned for the next Sharing Center.

This example demonstrates the variety of needs which can be met through parental participation in Sharing Centers. Initially, parents viewed the Centers as an opportunity for social interaction. Gradually the parents began to provide positive support to one another and to validate each other's observation and concerns.

Once the parents bacame comfortable in the group and felt support from one another, they were able to identify other more informational needs regarding child care and other issues important to them. It is likely, based on experiences with other groups, that this group will deal with both informational and emotional needs during the time in the Sharing Center when the parents meet away from their children.

Adaptations of Sharing Centers

Sharing Centers are used in many different geographic locations and by a variety of service agencies. The Sharing Center described in the preceding section takes place in a town in Illinois of about 20,000. Families come from that town and several small surrounding rural communities to attend the center. In other early education programs, the centers are held in communities of less than 2,400 with families coming from farms in the area and the small town itself to attend.

While many of the Sharing Centers are included as a component of programs for children with handicaps, there are several other types of programs using Sharing Centers.

One of these programs is a county parks and recreation program in northern Illinois. The county program for 0-3 children with handicaps first sponsored the Sharing Center training for their staff and the staff of the park and recreation department. Over the past year the park and recreation department staff has been successfully using Sharing Centers for both handicapped and non-handicapped children.

Another group using Sharing Centers is an Association for Childbirth

Preparation and Family Life in another rural area in Illinois. This group draws its membership from a rural county and sponsors monthly centers for families who have been through childbirth classes and who are interested in maintaining contact with other families who shared their class. Five different groups are offered during the month; one for 0-12 month olds, one for 1-2 year olds, one for 2-3 year olds, one for 3-5 year olds and one for Working Moms and their children. This group frequently invited speakers, at the parent's request, to present on topics of interest to the parents.

A day care center for children of low-income, but working parent(s), also uses the Sharing Center as an essential means of parent involvement. Sharing Centers are held monthly in the evenings and provide families an opportunity to come together to work with their children. Attendance is high and continued interest has been generated. The day care program has been in existence for over ten years, but until the Sharing Center concept was adopted, the parent involvement component was weak. Parents did not attend scheduled events. Now, with the Sharing Centers in place for the past three years, attendance is regular and parents are also involved more frequently in other activities related to center functioning.

Summary

These examples demonstrates the flexibility of the Sharing Center in meeting the changing needs of parents. Staff members, skilled in observing parents and listening to their needs, can facilitate exchanges and experience between parents that will assist them in gaining increased knowledge, acceptance and understanding of their child. Staff who are aware of how "adult learning" differs from the ways young children learn, realize the necessity of actively involving the parents in the planning and implementation of the Sharing Center, in the choice of activities and goals for the children and the Center. These staff members realize the expertise and reservoir of experience the parents have to offer to each other and to the staff members themselves, and they consistantly make use of this. The primary aspect that makes Sharing Centers such a winning concept is the commitment of the parents to it; they share the responsibilities that are inherent in this kind of group effort and they take great pride in the achievement of their shared goals.

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Making Use of the News Release

Bonnie Smith-Dickson, M.A.

MAKE USE OF THE NEWS RELEASE

Bonnie Smith-Dickson

To sell, you must advertize. We see evidence of this everyday, all around us. Commercials interrupt our favorite television programs, ads bombard us from the radio stations, just about every page of the magazines we read contain colorful ads, and even whole sections of the daily newspapers are devoted to advertisement.

Advertisements perform a service for both the company selling the product and for the consumers who are in the market for a special product. A good ad persuades the consumer to buy by informing him as to why he needs the product. It gives the consumer information he did not know before, while presenting this information in a way that makes the product desirable in his eyes. It gives the consumer information that is relevant to him and to his situation and/or needs.

Business, it is evident, has learned the techniques of good advertising. In today's tight economic times, when we as service providers have to vie as competitively as do businessess for money or funds to support our operations, we too have to learn advertising or selling techniques. We have to let the public and the decision makers know what services we provide, the needs we meet, the immediate and long range benefits of our work.

The News Release

There is a difference, however, in the way businesses approach the selling of their products and the means we have available to advertise our services. Not many of us can afford to place ads in magazines and newspapers, nor do we have the great access to television and radio that they do. We as service providers do, though, have an option open to us free of charge.

This is the news release. Not an advertisement really, but it does serve a similar purpose. It informs; it makes your project or agency look good; it persuades the public of your worth; and best of all, it puts you in the public's eye.

To be effective with your news release, however, there are a few basics of which you need to be aware.

Writing the Release

The news release should be typed double space on white bond paper. The typing must be free from error and neat (or professional appearing). Center the title of your release. In the left hand corner indicate "News Release" or "For Immediate Release." The top right hand corner should contain the words "For Further Information" and give a name, phone number and address for a contact person.

The story should be short -- two pages maximum. Put your most important information in the first (lead) paragraph. Stories are cut by the editor of the newspaper from the bottom so make sure the necessary points are close to the beginning.

Who? What? When? Where? These are the areas that the news release must cover. It answers these questions, elaborates on them just a bit, then stops. The release keeps to the facts.

Keep your sentences short, the style simple. Just make sure all the information is there.

Distribution of the News Release

Make photocopies of your story and then you are ready to distribute. If you happen to be sending releases out to a large area, you probably will not be able to contact many editors personally. Often times, your best choice is to concentrate on the local media. Take the time to talk with the people at the local radio and TV stations. It is a good idea to take your first release to the paper or radio station in person. Introduce yourself, explain that writing news releases is new to you and that you would like their suggestions.

It is beneficial to build a distribution list containing the names of editors (or news directors) and addresses for every newspaper, magazine, or station you want to cover. Use your public library to find out where to send releases. Libraries may have reference books that list TV and radio stations, magazines and newspapers. Bacon's Publicity Checker lists the names and addresses of every major newspaper, wire service, magazine and syndicated columnist in the United States. You can buy this publication by getting in touch with the publisher at 14 East Jackson Boulevard, Chicago, Illinois 60604, (312-922-8419). This book costs about $100, but if you want to systematize a publicity network it can be very valuable.

You can send your release to all the media in which you would like to appear. Do not think a paper, magazine or TV station is so big it would not be interested. All you are going to lose is the cost of the paper and postage.

Be aware of individual deadlines. Find out how far in advance your local newspapers need the releases. If, for example, you would like to get into the Sunday edition (Sunday editions have the highest readership) get the release to the paper about ten days ahead of time. Otherwise, base your timing on your needs. You will want some releases to run as early as possible. Others you want keyed to a particular event and running them too far in advance would be a lost cause. Put your desired release date at the top of the page and get the release to the publication or station at just the right time, allowing for deadlines.

The first time you send a release to an editor, attach a brief note: "Dear ______: I thought you might be interested in the enclosed release." If the release runs, it is a good idea to write a note thanking the editor.

If, after a few days, you have not yet seen your release, call the editor and ask if he or she got the release. (Do not ask if they are going to use it.) But be sure whether or not it has run. Watch the papers, or listen to the news and have others check for you. Do not ask if it has run. Do not ask the editor to send you a clipping unless you have the assurance that it is not an imposition.

You can recycle newspaper stories about your project or agency. Clip the story, mount it and have copies made. Then you have a potential direct mail piece, which can sometimes be more effective than an elaborate brochure. Make sure the clipping is headed with the name of the publication and the date it appeared.

Keep a scrapbook of publicity on your program. It will be a good reference as to what angles you have already pursued and what events and newsworthy items you have released over the months/years.

Reference

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Proposal Writing: A Beginning

Patricia Hutinger, Ed.D.
Bonnie Smith-Dickson, M.A.

OUTREACH: Macomb 0-3 Regional Project
A Rural Child-Parent Service
JDRP approved

Proposal Writing: A Beginning

Patricia L. Hutinger, Ed.D.
Bonnie Smith-Dickson, M.A.

Getting Started

Sometimes people think that writing a proposal means sitting down and telling a funding source what they (the proposal writers) want, then expecting the funding source to supply the money. That's not the way it works! Before you even begin to write a proposal, you must make a thorough search of possible sources of money, find out what each source sets as priorities and determine what is "fashionable" this year. Look at the objectives of the funding source -- do they match yours? What kind of projects did they fund last year? Are specific funding sources asking for proposals for different activities? (Usually, this is the case.) After you've determined that a particular source might be a possibility, since it matches with your goals and objectives, then look at the RFP (request for proposal) if the group has one.

The RFP tells you exactly what the funding source expects, and usually tells you in what order to place the sections of your proposal. There are often forms that must be filled out for governmental agencies, and for some foundations. Be sure you have these forms as soon as possible. The turnaround time between issuance of an RFP and the due date is frequently short. That is merely a condition to live with, and goes with the territory, and, therefore, is not a just cause for complaint. The RFP will tell you how many copies of your proposal must be sent and whether the original must be sent. (We use a high quality of xeroxing for proposal reproduction and use one of those as the "original" and obtain the original signatures of the responsible persons at the University on our "original".) The RFP will also give you the name and phone number of a contact person and the address where the proposal copies are to be sent, in addition to the due date. Be sure to note whether the RFP requests a "mailed by a specific date" (i.e., postmark) or must be in the funding source's hands by a specific date. That will have considerable effect on your timeline for proposal development.

Often an RFP includes a copy of the form that reviewers will read when they evaluate your proposal. Be sure you answer every question which is covered in the reviewer's form. Use a check-off list since in the heat of actual proposal writing and production, it is easy to forget. We usually go through an RFP and make a list of any specific priorities or emphases described, and the contents of each section requested. Then, we check those things off as we attend to them in the proposal development.

Sometimes getting the idea for a proposal, with the appropriate unique twist that will get it funded, takes more time than the actual production. Talking to colleagues, spending quiet time thinking, jotting down notes about ideas, and brainstorming sessions seem to be required before one can actually sit down and set a timeline for proposal production. We set up both a timeline for our own work, and the required timeline which is a part of the proproposed work.

Pulling Together the Contents

Even though most RFP's have specific guidelines for writing, a proposal usually contains the following sections which were derived from a "Chain of Reasoning" suggested by Krathwohl:

1. Statement of purpose
2. Justification (need)
3. Benchmarks
4. Work of others
5. Objectives
6. Methods/Procedures
7. Time schedule
8. Capability of staff
9. Special equipment, facilities
10. Evaluation
11. Dissemination
12. Expected benefits
13. Budget summary
14. Budget justification
15. Appendix

The cover page usually includes the following:

Project Director

Fiscal Officer

Authorized Official

Fastening a proposal is important. Use a heavey duty stapler. Do not use fasteners that will tear a reader's clothes (i.e., sharp clamps on the back of a proposal). Use a simple cover and back sheet. Frequently, only the back sheet needs to be a heavier page -- a blank one! A reviewer must know when he or she is at the end.

A proposal also needs a one page abstract which is attractive and encourages the reader to think this is the very project the funding group needs! The abstract should include:

1. Agency to which the proposal was submitted
2. Place of origination
3. Director
4. Amount requested
5. Duration of project
6. Purpose
7. Method
8. Benefits
9. When submitted

Where To Apply

Besides applying to government agencies, you may also seek funding from private foundations. Don't get overly excited about this possibility however. Keep in mind that out of approximately 30,000 foundations in the U.S., maybe 3,000 are actively seeking projects to fund. Your best bet is to keep a file system for the RFP's you accumulate and a rolodex cataloguing system. Be aware of when government and foundation grants are available and what the guidelines are. The Annual Register of Grant Support is a good resource for listing private and governmental grants and for telling you how many applicants they have had for their grants and how much money they have had available.

When seeking private foundation funds, realize that individual foundations most often have specific areas which they are interesting in funding (both location and subject areas). Don't waste your time and energy applying to each and every foundation you run across; rather, be selective as to the ones whose needs you could best fulfill. Then, unless the foundation has a specific RFP out, play a courting game. Let them know through a letter who you are, that you have a unique idea for a project, and that you know this is an area in which they have some interest. Let them know that you can help them achieve their objectives with your idea -- in a subtle manner. Your best bet, if at all possible, is to contact a foundation where you know somebody or at least have some kind of connection (your great uncle's old friend is on their board). If this isn't feasible, try setting up a personal appointment with someone from the foundation.

Go To It!

This gives you a start -- an overview of what is necessary. The main thing to remember is to be selective and to be organized. Write to grants whose goals and objectives coincide with yours so that your proposal will be in the running instead of being cast aside by not qualifying. Present your unique idea in an effective, concise style. Write to their specifications. Remember to keep a check-off sheet to ensure that you cover all listed priorities. Have confidence and have fun!!!

A System for Record Keeping and Collection of Cost Data:
The Staff Activities Accountability Programs

Patricia Hutinger, Ed.D.

A SYSTEM FOR RECORD KEEPING AND COLLECTION OF COST DATA: THE STAFF ACTIVITIES ACCOUNTABILITY PROGRAMS

By

Patricia L. Hutinger

The Need for Cost Data in Rural Programs

How much will it cost? Is a home-based program more expensive than a center-based program? Are accurate figures available to compare costs for self-contained classrooms to costs for other alternatives? How much time does the staff spend in traveling? How much do direct service components cost compared to costs for program administration? How much time does staff spend in client-related administration? These questions, and many more like them, require answers as funding sources dwindle. A knowledgeable administrator must have supporting data to document costs.

Programs must be able to demonstrate both effectiveness and costs for various services. Ultimately, a demonstration of cost benefits would enhance the prospects of obtaining, maintaining, or expanding funding. But most special education programs in rural areas can not demonstrate cost benefits. Although budget figures are available, most still struggle with the data collection procedures needed to demonstrate accurate cost figures for specific program components and activities.

Typically federal policies discriminate against rural areas (Fletcher, 1980). Nevertheless the cost per unit of serving rural areas is higher than in urban areas. The National Seminar in Rural Education developed recommendations for combining monies for the purposes of administering different federal grants in rural areas; setting up special teacher and administrator training programs for rural areas; reporting on successful approaches to rural education in other countries; and for more accurate data-gathering on rural America.

Purpose

The major purpose of this paper is to describe a tested workable strategy for collecting staff time data, the Staff Activities Accountability Program (SAAP), which has been used for six years in a rural Illinois project (Hutinger, 1981). It can be used to determine costs of programs in rural areas, and can easily be modified to meet local needs. Armed with accurate and complete data about program costs, in conjunction with data related to the progress children make in the program, rural special education programs are more likely to meet the objective of maintaining and expanding services to rural clients. It is clear that special education, along with a number of other human service programs, will be competing for available public resources. Programs that succeed in attracting public support will be those that demonstrate most convincingly their need, document the cost for services, and show the benefit of those services (Gentry, 1981). Documentation of need and cost is far more effective when the data has been collected over time and has been analyzed in the most meaningful combinations.

Fewer Funding Resources

It is likely that services to handicapped children and families in rural areas, already sparse when compared to programs available in urban areas, will suffer reductions or "zero growth" unless rural projects can demonstrate the costs of their programs. Rural areas traditionally have received less of the federal dollar than urban areas and there is no reason to expect this to change. Rural programs for children with exceptional needs have also received less funding than their urban counterparts. Federal attention to the needs of the handicapped in rural America resulted in funding of the National Rural Project and the Handicapped Children's Early Education (HCEEP) Rural Network. Funding for the HCEEP Rural Network was a result of careful documentation of needs, demonstration of the ability to collect adequate data (including cost data), together with clear data presentation. Expected results and benefits were carefully defined.

Further, the economic climate of the 1980's, with rising inflation and cuts in funds to social programs, will reduce the available dollars to spend on handicapped children and their families who happen to reside in rural areas. Since problems faced in delivering special education services to rural areas are common to rural education in general (Fletcher,1980), allies from all areas of rural education could band together as an action group. But alliances with other rural educators will not guarantee that special education services will be available to handicapped rural children.

Uses for Cost Information

In a discussion of multiple uses for cost information, Gentry (1981) noted five major purposes including 1) program monitoring and management decisions; 2) reporting and billing; 3) planning; 4) assistance in obtaining funds for programs; and 5) evaluation purposes. Gentry also defined three different levels of cost data. The first, global in nature, consists of total costs by budget category. The second level is obtained by classifying program components. Costs for categories of activities (i.e., child services, administration, evaluation, and dissemination) are collected and analyzed. A third level of cost data is obtained by determining and analyzing costs by objective.

The present paper describes a system of data collection which represents the second level. The SAAP system used by the Macomb 0-3 Regional Project can be used to determine costs for broad program categories or for specific units of program activities. In combination with average costs for non-personnel line items (mileage, heat, rent, and other overhead costs unique to specific programs) the personnel costs which can be extracted from the SAAP data can provide an accurate picture of program costs.

The SAAP System

The comprehensive record keeping system used by the Macomb 0-3 Project, a JDRP[1] approved rural child/parent service, to collect time data on an ongoing basis provides a variety of analyses that are either highly specific or relatively general. The SAAP system has been used since 1976 and has been modified for use in replication sites, in a university personnel preparation project for training Early Childhood Handicapped personnel, and for maintaining data on students in field-based experiences. Data has been collected and routinely analyzed so that representative information about various activities is available for use in any of the five ways cited by Gentry (1981).

The SAAP system was adapted from a record keeping system used by William Gingold's HCEEP project in Fargo, North Dakota (Gingold, 1980). The Macomb Project's SAAP system is used to code and record ongoing data related to time, location, contacts (including clients), and a broad range of accomplished activities. Coded data are entered into computer main-frame storage files and are analyzed using a standard program. Information about time staff members spend in various locations with specific clients is easily captured. In conjunction with salary figures on a per hour basis (with fringe benefits figured into the amount) specific costs for discrete activities can be determined. The SAAP print-outs yield a comprehensive overview of the entire project, including information related to the percentage of time spent on delivery of services, dissemination, writing and editing, administrative activities, evaluation, and staff development.

SAAP System Structure

There are five major categories in SAAP:

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[1] JDRP approval by the National Joint Dissemination Review Panel indicates the exemplary status of the project determined through rigorous examination of statistical evidence.

1. identification of staff member;
2. elapsed time;
3. contacts, including specific clients;
4. locations; and
5. activities.

Each staff member has an identification number which is used in all transactions. Time is converted into hours and fractions of hours by the computer program. Contact code numbers are assigned to each family receiving services, as well as to personnel from public schools and agencies who interact with the project staff. The location category includes the homes of client families, hospitals, schools, government buildings, the project office, and other sites where activities occur.

Five program components are included in SAAP category 5 titled "Activities":

1. entry system;
2. delivery of services;
3. assessment and evaluation;
4. intra-organizational services; and
5. community services.

Direct information regarding services delivered to children and families is provided by the first three components. Activities undertaken in the Entry System are related to children entering the program. Intra-Organizational Services includes activities related to service delivery and to administration and operation of model programs. Community Services contains activities indirectly related to both service delivery and model development in major objective for HCEEP projects. Actual service delivery costs, with model development costs deleted, are generated from the first three components and a portion of the fourth.

Examples[1] of activities to be found in each category follow:

(1) Entry System (0-99)[2]

Contact

Interview

Referral program explanation to clients

(2) Direct Services (100-199)

Home Visits with child and parent

Collateral interviews

Instruction (individual parents)

Sharing Center activities

Nutrition planning

(3) Screening, Assessment, Evaluation (200-299)

Screening

Diagnostic evaluation (developmental tests)

Speech and language evaluation

Hearing evaluation

Visual evaluation

Comprehensive diagnostic evaluation

(4) Intra-Organizational Services (300-399)

Staff training

Client-related administration

Discussion/participation

Program planning

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[1] The activities listed represent only a few of those contained in each category.

[2] The numerals in parenthesis denote the numerical range of coded activities within that category.

Material review

Staffing

Supervision

Meeting with supervisor

Vacation

Local travel

Purchasing material

(5) Community Services (400-499)

Public information dissemination

Collaboration with other professionals

Serving as consultant

Student supervision

Educational workshop

Each activity has a code number which begins with the first numeral of the category code, i.e., local travel, a 300 level Intra-Organizational Activity, is numbered 323.

Division of staff activities into small discrete categories, or factors, as opposed to broad general categories resulted from an early decision by project administrators to retain as much data related to staff functioning as possible. Although recording of discrete activities may be more time consuming at inception, the amount and richness of the detail of the descriptive data was determined to be a benefit. One of the advantages of SAAP is the capability for extracting many combinations of information from the stored data bank. Data can be grouped and recalled in general categories or in combinations of specific items of interest in order to answer a specific cost question.

Procedures

Staff members record and code their activities on a weekly record sheet. See Figure 1 for a sample Weekly Event Sheet. Each entry on the record sheet is then key-punched into a data card and stored in a data file. Main-

Figure 1. Sample Coding Sheet

Weekly Event Record

Macomb 0-3 Regional Project

Week of 12/7/81 - 12/11/81

Staff Person Pat Barnes

Date Yr-Mo-Day	Contacts	Activity Code	Time		Location	Staff ID#	Description of Activity & Comments
			Hrs	Mins			
81-12-07	099	311		20	001	07	Gather toys for home visits
81-12-07	099	323	1		029		Travel to homes
81-12-07	076	102	1		010		Home Visit - M.
81-12-07	208	102	1		010		Home Visit - P.
81-12-07	112	102	1		010		Home Visit - T.
81-12-07	014	305		40	001		Discussion & Participation
81-12-07	099	320		15	001		Weekly Event Recording
81-12-07	014	303	1	15	001		Staff meeting
81-12-07	014	317		45	001		Supervise 0-3 Assistant
81-12-07	099	315		35	001		Plan child programs
81-12-08	099	311		15	001		Gather toys for home visits
81-12-08	206	102	1		010		Audio-Visual production
81-12-08	099	323	1	15	029		Travel
81-12-08	099	320		10	001		Weekly Event Recording
81-12-08	099	315	4		001		Phone call, plan, update file,letters
81-12-08	110	102	1		010		Home Visit - U.
81-12-09	030	102	1		010		Home Visit - M.
81-12-09	203	102	1		010		Home Visit - B.
81-12-09	099	323	1	10	029		Travel

frame computer facilities are available within the university. To date there has been no need to maintain SAAP records on a microcomputer; however, with the advent of low cost micros, it is possible to maintain SAAP records on a disk for easy storage and access. The necessary programming for maintaining, accessing, and analyzing such data on an Apple II Microcomputer is being undertaken since many sites have access to micros.

At the present time, data are analyzed through use of SPSS (Statistical Package for the Social Sciences) programs, "Breakdown" and/or "Cross Tabs." Many combinations of data may be obtained; for example, analysis of Time x Person x Major Activity, Time x Person x Activity, Time x Person x Activity x Location, or Time x Person X contact x Activity. Other combinations are easily available as needed.

Data recall is possible through use of a portable computer terminal and telephone, by taking the deck of cards to the computer terminal, or by use of online terminals. When reports are due, it is a simple matter to go to the computer files of stored data related to staff activities to determine the number of hours that are spent accomplishing specific activities. For example, one can easily find out how many hours a particular staff member spent in assessment activities with a particular child, or, how many hours were spent by all staff members in assessment activities with all project children. Figure 2 shows samples of available combinations of data.

The SAAP activity data is recorded daily onto a coding sheet by Project staff, and is classified by date, location, contact, activity, the number of persons involved, and the staff member's identification number. The coding system is kept as simple as possible. The staff member records approximately how much time is spent on a particular activity. This may be as little as five minutes or as much as ten hours (i.e., for out-of-area travel).

Figure 2. Samples of Possible Combination of Data Recall in the Macomb 0-3 Project's SAAP System

Total hours spent by staff in individual activities (10 month period)

Activity #	Activity	Hours
102	Home Visits	661.6
105	Sharing Centers	51.2
111	Water Activities	21.9
203	Diagnostic Evaluation	25.8
205	Speech, Language Evaluation	6.5
206	Hearing Evaluation	5.2
208	Physical Evaluation	52.5

Time spent by staff in direct services with selected individual families* (10 month period)

Staff Member	Family #	Hours
Child Development Specialist II	(collective)**	19.3
	048	.7
	022	9.2
	047	5.9
	018	10.1
	063	4.2
	029	9.5

Time spent by staff members with family contacts in major program components (10 month period)

Family #	Activity	Hours
028	Direct Services	36.5
	Screening, Assessment, Evaluation	3.0
	Intra-Organizational Services	2.0
046	Direct Services	18.2
	Screening, Assessment, Evaluation	3.0
	Intra-Organizational Services	3.2
	Community Services	.4

Time spent by staff x location x program components (10 month period)

Location	Activity	Hours
Macomb YMCA	Direct Services	20.3
	Intra-Organizational Services	1.4
	Community Services	2.0
McDonough County Day Care	Direct Services	23.8
	Screening, Assessment, Evaluation	4.0
	Intra-Organizational Services	4.7
	Community Services	6.8

*Does not reflect total family population

**Families collective means more than one family together at one time

An effort has been made to include all the activities in which a staff member engages in order to determine costs for particular kinds of activities. For example a record is kept of the number of hours each staff member spends with each client. The hours spent on computer evaluation (key-punching and running various programs to analyze the data and the storage) are also documented. Activities provide detailed information necessary to determine what kinds of things people in infant projects do, how much time they spend, with whom they engage in these activities, where activities occur, and the cost of such a program. Cost analysis results after the data are analyzed for a selected time period.

Routine procedure calls for staff members to turn their recording sheets in to the Project coordinator each Monday. It is desirable for each staff member to record activities daily since emphasis is placed on the amount of time spent on various activities. Records are only as accurate as the recording of the individuals involved. If faulty information is processed, the result is also faulty. For example, if someone waits until the end of the week to record the entire week's activities the estimates on how much time was spent on particular activities is apt to be inaccurate and render the data useless for most practical purposes as well as for scientific exploration. The focus of SAAP is on staff activities. Another system is used to record child progress and parent satisfaction.

Routine Start-up Problems

Approximately 45 to 60 minutes per week per staff member is spent recording SAAP activities. In the beginning, coding all information in the various categories of SAAP program seems cumbersome. Once staff members learn the coding system, the next step involves mutual agreement as to the categorization of common activities. Problems arise in this area. For instance, one staff member may code a staff in-service as a "conference" while another may code it as "in-service". If ambiguous coding takes place over a prolonged period of time, the data produced are inaccurate and do not reflect a precise picture of project activities. The problem of varied interpretation of specific activities can be reduced to a minimum by staff meetings at which confusion and ambiguities are resolved through a consensus of definition by the staff members involved in the activities in question. When mutual understanding and familiarity with the coding system have been achieved, the task of daily coding becomes far less burdensome and the data are more reliable.

Adaptation of the System

Modification of the SAAP system for use in other organizations, during system usage, and prior to usage can be easily accomplished. Adaptation of major categories, program components, and activities is possible; however, major categories and program components are more difficult to change during usage, if comparisons over time are desired, than are activities.

Adding activities relevant to the adopting agency only involves adding new numbers and assigning the number to the new activity. The entire staff is provided complete information about the activity and how to identify it. Frequently new activities are derived from staff needs which arise as they go about their duties.

Modification of the system prior to use can be accomplished by identifying the specific categories, program components, and activities which fit the adopting agency. Next, identification of units which must be changed is necessary. Beginning with a different set of categories, program components and activities which have been identified as essential to the agency, using a consecutive numbering system, are all that is required. Changing an activity after the system is in operation can be done by deletion then adding new numbers. If a deleted number is assigned to a new activity, comparisons over time will not be possible. Assigning a number to a new activity, after it has been used for a different activity for a time, results in confounding of data.

Program Costs

Analysis of SAAP data can be used to obtain cost figures on any activity or group of activities engaged in by the Macomb 0-3 Project staff or an adoption site. In 1977, the mean staff salary for direct service persons (not including administrative or secretarial staff) was $7.30 per hour while the 1981 figure is $9.93. The mean staff salary for all staff members (excluding physical therapist) was $7.28 per hour. That figure has risen to $11.34 per hour in 1981. These figures include fringe benefits of retirement and health insurance.

The mean staff salary per hour multiplied by the time spent for a particular activity provides a standard cost figure. Costs for materials and gasoline are not figured into this amount. Overhead figures are not included in the above figures. If costs related to space, utilities, janitorial services, and vehicle maintenance are included, costs rise. The system was designed to provide accurate figures for personnel time to accomplish discrete activities, a feature which usually is not easily determined using global budget categories as noted in Gentry's discrimination among various levels of cost data cited in an earlier section.

A sample of cost figures that can be drawn from use of SAAP data is shown in Table 1. Further work with the data can be undertaken. For example, if home visits cost $7,502 in a particular time period, costs per child can be determined by dividing the number of children served, i.e., for 30 children, a total cost of $7,502, the cost of home visits per child is $250.10.

Data drawn from SAAP lends itself to a variety of analysis and can provide comparative information about service delivery activities. Comparisons over time add to the scope of the system as a tool for both collection of cost data and project management.

Table 1

Sample of Hour and Cost Figures for Selected Activities*

Activity	Hours	Total Cost
Home Visits	661.6	$7502.54
Sharing Centers	51.2	580.61
Water Activities	21.9	248.35
Diagnostic Evaluation	25.8	292.57
Physical Evaluation	52.5	595.35
Staff Meetings	164.0	1859.76
Curriculum Development	177.0	2007.18
Client-Related Administration	631.0	7155.54

*Costs are figured at $11.34, a mean figure which includes administrative, secretarial and teaching personnel, not physical therapy. Fringe benefits are included. These reflect actual costs in the Macomb 0-3 Regional Project.

Summary

Intense pressures for accountability and cost control point toward the use of accurate systems such as SAAP to collect information which can be converted into cost data. Procedures used in the SAAP system can be easily adapted by other rural programs. Microcomputers now provide low cost data storage and retrieval. The SAAP system can be used to document activities on an ongoing basis thereby providing a range of cost information that can be used to establish accurate cost figures on program operation. The system, easily adopted to fit a variety of needs, is a useful tool in program management.

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APPENDIX F. OUTREACH PRODUCT DEVELOPMENT: CORE CURRICULUM

FINE MOTOR

Skill Area: Child visually focuses on objects.

SKILL SEQUENCE	ACTIVITY EXAMPLES	REFERENCES	ADAPTATIONS
1.1 Focuses both eyes on a non-moving object held 8" from eyes.	- Child focuses on design in patterned sheet on mattress. - Child focuses on balloon tied on wrist. - Child focuses on brightly colored towel on shoulder of adult feeding child. - Child focuses on mobile hung over bed. - Child focuses on faces, objects held in front of child.	Cohen & Gross Vol. I, pp. 143-151 ND Fredricks Vol. II, pp. 50-51, 74-76 TA Johnson & Johnson pp. 214-15 BI	
1.2 Follows moving stimulus with coordinated eye movements.	- Child follows movement of fish in lighted aquarium or fish bowl.		
1.3 Tracks moving stimulus in 90° arc.	- Child watches as objects move from near either ear to midline. Objects - parent's face, bottle, brightly colored toy.	Folio & DuBose pp. 27-34, 119-180 ND, GA	
1.4 Tracks moving stimulus in 180° arc.	- Child tracks light of moving flashlight in darkened room. - Child follows movement of beads or painted thread spools as they move across string tied across playpen or bed.		

FINE MOTOR

Skill Area: Child visually focuses on objects. (Cont.)

SKILL SEQUENCE	ACTIVITY EXAMPLES	REFERENCES		ADAPTATIONS
1.5 Tracks moving stimulus as it moves towards and away from child.	- Child watches parent's face as parent moves towards, away from child. - Child watches bottle as moves towards, away from bottle. - Child watches bubbles blown by adult. - Child focuses on bright picture taped on rolling ball.			
1.6 Anticipates a regular pattern of movement.	- Child moves eyes back and forth to swing of mobile, swish of animal's tail, swing of clock pendulum, movement of children on play equipment.	Johnson & Johnson pp. 216-18 Furano, et. al. p. 3	BI GA	
1.7 Visually focuses on and observes hand.	- Child observes hand when brightly colored sock placed over fingers. - Child focuses on band or bell attached to wrist or wad of tape placed in hand.	Johnson & Johnson p. 222 Furano, et. al. p. 5	BI MD, GA	
1.8 Pursues moving stimuli with smooth tracking movements in 180° arc.	- Child focuses on bright object placed in tube/bottle filled with liquid. - Child watches people or animals walking when child is seated in infant seat.	Meier & Malone p. 44	GA	

FINE MOTOR

Skill Area: Child visually focuses on objects. (Cont.)

SKILL SEQUENCE	ACTIVITY EXAMPLES	REFERENCES	ADAPTATIONS
1.9 Visually tracks objects through 90° in vertical plane.	- Child watches as object moves from near chest to head and back. Adult can hold puppet, bottle, favorite toy.		

Skill Area: Child reaches for objects.

2.1 Makes large, swiping, vertical arm movements towards objects without coming in contact with them.	- Child reaches towards adult's extended hand or fingers. - Child reaches towards mobiles or objects hung from crib or playpen. - Child reaches towards bubbles blown by adult.	Utley, Holvoet, Barnes pp. 288-290 P,H Johnson & Johnson p. 82, pp. 228-229 BI Coley pp. 23-27 ND	
2.2 Makes large swiping, vertical arm movements towards objects and contacting them.	- Child reaches for objects placed just out of child's reach on mattress, floor. - Child reaches to touch object in adult's hand (puppet, bottle, toy). - Child reaches towards objects hung from crib or playpen.	Fredricks Vol. II, pp. 211-12 TA	
2.3 Makes directed movements towards objects with hand and arm and contacts objects.	- Child reaches to touch different squares if placed on "texture" quilt.	Furano, et.al. p. 6 ND, GA	

FINE MOTOR

Skill Area: Child reaches for objects. (Cont.)

SKILL SEQUENCE	ACTIVITY EXAMPLES	REFERENCES	ADAPTATIONS
2.3 Makes directed movements towards objects with hand and arm and contacts objects. (Cont.)	- Child reaches to foot where sock with face on it has been placed.		
2.4 Reaches to side.	- Child reaches for objects held to each side of child by adult (finger foods, toys).	Johnson & Johnson p. 92 BI	
2.5 Reaches above head.	- Child reaches for objects placed on shelf above head (food, drink, favorite toy). - Child empties dishwasher of unbreakable items handing them to adult or reaching up to place them on counter.	Meier & Malone pp. 212-213 AE Johnson & Johnson p. 92 BI	

Skill Area: Child grasps objects.

3.1 Hand usually held open and relaxed.	- Child explores and manipulates bowl of dry cereal or macaroni or pile of shaving cream.	Utley, Holvoet, Barnes pp. 288-290 P,H Johnson & Johnson p. 183 BI	

FINE MOTOR

Skill Area: Child grasps objects. (Cont.)

SKILL SEQUENCE	ACTIVITY EXAMPLES	REFERENCES		ADAPTATIONS
3.2 Uses ulnar-palmar grasp	- Child picks up/holds objects between the fingers and the palm. - Child picks up various sized objects provided by adult (large, small cylinders, hand sized objects, raisin-sized objects). - Child crumples different kinds of paper in hand (cellophane, foil, waxed).	Bicanich & Manke pp. 31-34, 36-51 Fredricks Vol. II, p. 205 Johnson & Johnson pp. 180-181, 194-196	ND,GA TA BI	
3.3 Uses radial-palmar grasp.	- Child picks up/holds objects between the fingers and the thumb. - Child picks up various sized objects provided by adult (large, small cylinders, hand sized objects, raisin-sized objects). - Child picks up objects from different surfaces or mediums (slippery tables, rubber mats, blankets, sandpaper, water, carpet, grass). - Child presses fingers of one hand together when covered with sticky substance (honey, clay, tape).	Fredricks Vol. II, pp. 221-222	TA	
3.4 Uses inferior pincer grasp.	- Child picks up various sized objects provided by adult (large, small cylinders, hand sized objects, raisin-sized objects). - Child picks up/holds objects between the thumb and the side of the index finger.	Johnson & Johnson p. 202	BI	

FINE MOTOR

Skill Area: Child grasps objects. (Cont.)

SKILL SEQUENCE	ACTIVITY EXAMPLES	REFERENCES		ADAPTATIONS
3.4 Uses inferior pincer grasp. (Cont.)	- Child plucks small objects (i.e., buttons, pegs) out of clay.			
3.5 Uses superior pincer grasp.	- Child picks up/holds objects between tips of index finger and thumb. - Child picks up various sized objects provided by adult (large, small cylinders, hand sized objects, raisin-sized objects). - Child picks out small pieces of food placed in small amount of syrup.	Fredricks Vol. II, pp. 223-224	TA	
3.6 Grasps two small objects in one hand.	- Child holds several pieces of finger food (cereal, popcorn, small marsh-mellows) at one time.	Johnson & Johnson p. 200	BI	

Skill Area: Child develops unilateral arm movements.

4.1 Uses bilateral arm movements.	- Child plays pat-a-cake. - Child bangs two objects together (i.e., cymbals, blocks, pan lids, band-aid boxes filled with rice). - Child throws large ball using both arms.		

FINE MOTOR

Skill Area: Child develops unilateral arm movements. (Cont.)

SKILL SEQUENCE	ACTIVITY EXAMPLES	REFERENCES	ADAPTATIONS
4.2 Holds one object in each hand simultaneously.	- Child holds object in one hand, adult offers another object near empty hand.	Fredricks TA Vol. II, pp. 219-220 Johnson & Johnson BI p. 200 Furano MD,GA p. 10	
4.3 Manipulates objects with one hand, stabilizes same object with other hand.	- Child holds jar with one hand, pulls off or turns lid with other to get object. - Child holds pounding bench with one hand, pounds with hammer with other.		
4.4 Uses bilateral, opposing hand movements.	- Child pulls pop-up beads apart. - Child tears paper with one hand moving away, one towards body.	Fredricks TA Vol. II, p. 207	

Skill Area: Child develops forearm rotation.

5.1 Reaches and grasps objects with hand held in "neutral" position, half-way between palm up and palm down with thumb clearly visable to child.	- Child reaches for objects held out to child by adult (i.e., bottle, cup, stuffed animal).		

FINE MOTOR

Skill Area: Child develops forearm rotation. (Cont.)

SKILL SEQUENCE	ACTIVITY EXAMPLES	REFERENCES	ADAPTATIONS
5.2 Reaches for and grasps objects with hand in a palm up position that is still controlled by shoulder movement.	- Child hits balloon to keep it aloft with palm of hand held up. - Child holds hand out while adult puts objects (i.e., raisins, popcorn into hand. - Child holds hand out while adult puts small amount of lotion on child's palm.		
5.3 Uses forearm rotation.	- Child turns pages of book. - Child dumps objects out of containers. - Child pours juice, milk. - Child pours water out of containers in water play. - Child puts objects into container. - Child feeds self with spoon. - Child flips over flat objects with pancake turner.	Meier & Malone GA p. 207	

Skill Area: Child develops wrist and finger movements.

6.1 Moves wrist in an up and down vertical pattern.	- Child bangs rattle, spoon on surface. - Child waves "bye-bye".		

FINE MOTOR

Skill Area: Child develops wrist and finger movements. (Cont.)

SKILL SEQUENCE	ACTIVITY EXAMPLES	REFERENCES	ADAPTATIONS
6.1 Moves wrist in an up and down vertical pattern. (Cont.)	- Child moves wrist up and down to shake bells tied to band on wrist.		
6.2 Moves wrist in side to side motion.	- Child shakes noisemaker. - Child shakes up rattle with object suspended in liquid.		
6.3 Points with an extended finger.	- Child points to named objects in books, pictures. - Child makes designs in fingerpaint or pudding or in pan filled with sand, cornmeal or salt. - Child pokes at bubbles within reach.		
6.4 Uses individual finger movements.	- Child imitates isolated finger movements. - Child presses keys on toy piano. - Child dials play telephone. - Child snips with scissors on paper, playdough.		

FINE MOTOR

Skill Area: Child releases objects.

SKILL SEQUENCE	ACTIVITY EXAMPLES	REFERENCES	ADAPTATIONS
7.1 Looks at reflexive clenching of own hand.	- Child examines hand when wad of tape is placed in palm or bright string is loosely tied to hand/fingers.	Utley, Holvoet, Barnes pp. 288-290 P,H Bailey & Burton pp. 65-82 GA	
7.2 Releases objects with total arm movement.	- Child throws objects (rattles, toys) off highchair tray. (Place string around objects to facilitate retrieval.)		
7.3 Releases objects intentionally.	- Child throws objects at large targets (clutch balls, bean bags to adult, in large box) - Child places objects in adult's hand upon request.	Johnson & Johnson pp. 204-205 BI Fredricks Vol. II, p. 216 TA Baker, et. al. pp. 47-48 GA	
7.4 Releases objects in controlled manner onto a small target.	- Child puts cup on saucer. - Child places block on top of another block. - Child stacks cans of food in cupboard. - Child drops clothespins into jar.	Baker, et. al. p. 49 GA Fredricks Vol. II, pp. 225-226 TA	

FINE MOTOR

Skill Area: Child crosses midline with hands.

SKILL SEQUENCE	ACTIVITY EXAMPLES	REFERENCES	ADAPTATIONS
8.1 Brings both hands together at midline.	- Child claps hands in imitation. - Child plays pat-a-cake. - Child bangs pans, lids, small boxes together.	Utley, Holvoet, Barnes pp. 288-290 P,H Fredricks Vol. II, pp. 214-215 TA	
8.2 Brings hand to mouth when in sitting position.	- Child feeds self finger foods. - Child brings toys to mouth (adult provides toys which can be safely mouthed: soft balls, large rattles, soft stuffed or rubber animals).		
8.3 Transfers objects from one hand to other.	- Child moves object from one hand to another when adult offers child another object.	Johnson & Johnson p. 200 BI	
8.4 Brings hands and arms across midline.	- Child reaches across midline with preferred hand to reach object, food held by adult. - Child hands adult objects.		

Macomb 0-3 Regional Project

PROGRAM PLANNING GUIDE

Child:____

Birthdate:________________

Teacher:____

FINE MOTOR

SKILL AREA AND SEQUENCE	AGE	DATE SKILL ACQUIRED
1.0 Child visually focuses on objects.		
1.1 Focuses both eyes on a non-moving object held 8" from eyes.	1-2 months	
1.2 Follows moving stimulus with coordinated eye movements.	1-2 months	
1.3 Tracks moving stimulus in 90° arc.	1-2 months	
1.4 Tracks moving stimulus in 180° arc.	2-3 months	
1.5 Tracks moving stimulus as it moves towards and away from child.	3 months	
1.6 Anticipates a regular pattern of movement.	3 months	
1.7 Visually focuses on and observes own hand.	3-4 months	
1.8 Pursues moving stimuli with smooth tracking movements in 180° arc.	4 months	
1.9 Visually tracks objects through 90° in vertical plane.	6 months	
2.0 Child reaches for objects.		
2.1 Makes large, swiping, vertical arm movements towards objects without coming in contact with them.	2-3 months	
2.2 Makes large swiping, vertical arm movements towards objects and contacting them.	3-5 months	
2.3 Makes directed movements towards objects with hand and arm and contacts objects.	3-5 months	
2.4 Reaches to side.	4-12 months	
2.5 Reaches above head.	20-24 months	

FINE MOTOR

SKILL AREA AND SEQUENCE	AGE	DATE SKILL ACQUIRED
3.0 Child grasps objects.		
3.1 Hand usually held open and relaxed.	1-3 months	
3.2 Uses ulnar-palmar grasp.	3-5 months	
3.3 Uses radial-palmar grasp.	6 months	
3.4 Uses inferior pincer grasp.	8-12 months	
3.5 Uses superior pincer grasp.	12-18 months	
3.6 Grasps two small objects in one hand.	18-24 months	
4.0 Child develop unilateral arm movements.		
4.1 Uses bilateral arm movements.	4-6 months	
4.2 Holds one object in each hand simultaneously.	6-7 months	
4.3 Manipulates objects with one hand, stabilizes same object with other hand.	12-18 months	
4.4 Uses bilateral, opposing hand movements.	24-36 months	
5.0 Child develops forearm rotation.		
5.1 Reaches and grasps objects with hand held in "neutral" position, half-way between palm up and palm down with thumb clearly visable to child.	6 months	
5.2 Reaches for and grasps objects with hand in a palm up position that is still controlled by shoulder movement.	8-12 months	
5.3 Uses forearm rotation.	24-30 months	

FINE MOTOR

SKILL AREA AND SEQUENCE	AGE	DATE SKILL ACQUIRED
6.0 Child develops wrist and finger movements.		
6.1 Moves wrist in an up and down vertical pattern.	6-7 months	
6.2 Moves wrist in side to side motion.	6-7 months	
6.3 Points with an extended finger.	8-12 months	
6.4 Uses individual finger movements.	12-18 months	
7.0 Child releases objects.		
7.1 Looks at reflexive clenching of own hand.	1-2 months	
7.2 Releases objects with total arm movement.	4-6 months	
7.3 Releases objects intentionally.	7-9 months	
7.4 Releases objects in controlled manner onto a small target.	18-24 months	
8.0 Child crosses midline with hands.		
8.1 Brings both hands together at midline.	3-4 months	
8.2 Brings hand to mouth when in sitting position.	6 months	
8.3 Transfers objects from one hand to other.	6-7 months	
8.4 Brings hands and arms across midline.	6-8 months	

APPENDIX G. OUTREACH PRODUCT DEVELOPMENT: SECOND NATIONAL HCEEP RURAL NETWORK WORKSHOP

KIN

ABOUT THE RURAL NETWORK MONOGRAPHS

The State of the Art Task Force has as its responsibility the collection and distribution of information related to effective strategies for delivering services to rural young handicapped children and their families. During 1980-1981, a series of monographs was undertaken by contributors across the country under the editorial direction of Patricia Hutinger. During 1981-82, a second series of monographs is underway, again under the editorial direction of Hutinger. Contents of the two series of monographs (see back cover) reflect the most pressing needs of rural HCEEP projects. Other topics are under consideration by members of the Rural Network and will be forthcoming.

This document presents the proceedings of the Second HCEEP Rural Workshop and reflects the attitudes, philosophies and commitments to delivering services to young handicapped children and their families in rural areas.

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OSE Project Office, Sandra Hazen

MARCH 1982
THE RURAL NETWORK

MAKING IT WORK IN RURAL COMMUNITIES

Proceedings of the Second HCEEP Rural Workshop

Edited by
Patricia L. Hutinger
Bonnie J. Smith-Dickson

Sheraton Century Center
Oklahoma City, Oklahoma
June 10-12, 1981

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PREFACE

TO PROCEEDINGS OF THE SECOND (HCEEP) HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM RURAL WORKSHOP

The Second Handicapped Children's Early Education Program (HCEEP) Rural Workshop firmly established the HCEEP Rural Network as a visible, meaningful force working for the education of young handicapped children and their families in rural areas. The workshop, with participants from 48 rural early intervention projects located in 35 states, provided an important forum for communication among rural early intervention professionals. Further, the workshop led to significant new initiatives for the Rural Network. The significance of the workshop can be clarified by briefly tracing the background of the HCEEP Rural Network.

The HCEEP Rural Network, first titled the HCEEP Rural Consortium, emerged during the 1978 HCEEP Projects Conference in Washington, D.C. At that time approximately 20 persons representing rural projects within the HCEEP organization joined to form a rural network. The network intended to provide a voice for America's rural young handicapped children and their families and to increase educational opportunities for this population. Participating projects also expressed a desire to enhance their own effectiveness in providing educational and supportive services to their clients; therefore, it was decided that rural projects needed to share information about problems they encountered and about effective solutions they ascertained.

In March, 1980, the Rural Network held its first national workshop in Nashville, Tennessee. A highly successful event, the first workshop created cohesion and direction for the Network, as well as providing abundant technical information for participants.

Following the 1980 workshop, the Network moved forward vigorously with several important accomplishments. The organizational structure of the Network was crystallized at the 1980 HCEEP Projects Conference. A monograph series, edited by Patricia Hutinger, was initiated. To date, nine publications have been issued, including one describing the proceedings of the first Rural Workshop. The Network has continued to be attentive to public policy issues concerning the young handicapped child in rural regions. Finally, the Network planned and conducted the Second Rural Workshop.

Building upon previous accomplishments, the Second Rural Workshop also proved to be effective. It established important communication links among projects serving young handicapped children in rural areas across the nation. Participants were exposed to models of rural service delivery and to salient issues relevant to providing services to rural children. Perhaps the most interesting outcome, at a time when the federal role in education appears to be decreasing, was the move towards building regional networks for underserved rural areas of the nation. Initial steps towards organizing regional networks were taken at the workshop. Leaders were identified and plans for future elaboration of the regional networks were formulated. The Rural Network emerged from the Second Rural Workshop strengthened, directed and reenergized.

On behalf of the entire Rural Network, I wish to thank the workshop planning committee and, especially, its chairperson, Corinne Garland, HCEEP Rural Network Coordinator. Her systematic attention to planning and operating the workshop was largely responsible for its success. Other members of the planning committee were Tal Black, Harris Gabel, David Gilderman, Patti Hutinger, Sharon Kiefer, Mary Morse, and Jamie Tucker. Workshop participants enjoyed the benefits of the local arrangements coordinated by Laura Champ and Joanne Gordoni. The excitement and direction of the workshop were also due to the excellent presenters, whose contributions we appreciate. Still, it was the participants themselves who enabled the workshop to accomplish its successes, and we acknowledge their efforts with gratitude. Finally, I wish to acknowledge the essential support given to the Rural Network by the Handicapped Children's Early Education Program, Office of Special Education, U.S. Department of Education.

Harris Gabel, Chairman
HCEEP RURAL NETWORK

INTRODUCTION

In 1978, a small group of professionals serving young handicapped children in rural areas began meeting to talk about problems they had encountered in trying to provide rural programs. The premise upon which that first meeting and all subsequent activities of the HCEEP Rural Network has rested is that we have a great deal to learn from one another. Among the educators, social workers, public health nurses, mental health clinicians and others who work in rural communities with young handicapped children and their families, there is not only an awareness of the enormous hurdles we face in delivering necessary services, there is also a tremendous body of knowledge, a storehouse of skills, a wealth of ingenuity and creativity which have been applied to the solving of rural problems.

The Second National Rural Workshop sponsored by the HCEEP Rural Network was planned to create new opportunities for the sharing of existing information. However, the workshop planners wished to go beyond the traditional conference format in which a few experts present information to a large group. Recognizing each workshop participant as a valuable resource with much to contribute, the workshop planning committee attempted to create, within the two day workshop, an atmosphere which would encourage discussion and collaboration in an effort to improve the quality of services to young handicapped children. To a large extent, we were successful. Evaluation comments of participants focused on the informal atmosphere, the openness of participants, and the opportunity for communication.

In a troubled financial climate we can ill afford to waste valuable time, energy, and resources on solving problems or developing new programs without drawing on the wisdom of those who have dealt with similar problems. While an annual workshop provides an ideal opportunity for making contact with people who have the needed information or for hammering out a new approach with a small group now experiencing similar difficulties, this process should be a continuous one. An annual workshop should be the beginning, a time for establishing the lines of communication, which are open year round, for rural service providers to use as they face the daily problems of building and strengthening services for young handicapped children.

The dictionary defines "network" as a "fabric or structure of threads, cords, wires crossing each other at certain intervals and knotted or secured at the crossing." The Rural Workshops have been the crossing points. The Second Rural Workshop had built into its agenda opportunities for the development of regional networks to assist participants in identifying potential resources and partners in problem solving who were closer to home. The beginning of the regional networks has offered us an opportunity to strengthen our network by adding new wires, and by increasing the intersections, the points at which our mutually supportive relationships can be secured and fastened. To this extent, the Second Rural Workshop itself and the regional networking efforts which emerged in Oklahoma City have been unequivocally successful.

We look forward to strengthening our relationship with you from whom we have so much to learn.

Corinne Garland, Coordinator
HCEEP Rural Network

KEYNOTE ADDRESS

AFFECTING STATE AND FEDERAL POLICY

BARBARA ZANG

Editor's Note: Ms. Zang's address is presented here as delivered at the workshop.

Affecting State and Federal Policy

Barbara Zang
State Network Organizer
Children's Defense Fund
1520 New Hampshire Avenue, N.W.
Washington, D.C. 20036

Presented to:
Second HCEEP Rural Workshop
Sheraton Century Center Hotel
Oklahoma City, Oklahoma
June 10-12, 1981

These are indeed challenging times. At the federal level, children's programs which have solid track records, which have been fine-tuned and carefully honed over the past ten or more years are being cut-back, dismantled, block granted and, in some cases, eliminated. At the state level hold-the-line budgets or cutback in basic services are the norm. Children's programs, which have never been fully funded or equipped to meet the needs of all children who require help, are being wiped out as if we have no collective responsibility for their health care or education or general well-being.

These are times when members of Congress who defend proven public programs, such as child nutrition, get targeted for extinction by right wing conservative PAC's. These are times of electronic mail and computerized mailing lists. The air, and the airwaves, are full of "pro-family" rhetoric, while programs which have supported families are being dismantled.

Given the anti-government, fiscally conservative flavor of the political arena today and given that the programs we want for children are, and will for the most part be, publicly financed and administered, we have our work cut out for us.

These are formidable times for those who work on behalf of children. Our constituents, children, do not vote and do not join political parties. They do not have money and do not, therefore, contribute to campaigns or to political action committees. They are politically invisible. Your constituency alone numbers around 500,000. That is the number of children under age six who are handicapped. I commend you for your willingness to get involved in state and federal policy work now. And I welcome you to this work. I am delighted to have this opportunity to share some techniques for working at both levels of policy development. But before I get into specifics, I would like to take a minute or two to tell you about the Children's Defense Fund (CDF).

CDF is a national public charity which seeks to provide an informed voice for children in the policy process.

We use a variety of strategies to seek changes for children; research, public education, litigation and legislative work have been our tools for over 10 years. We have worked in the areas of education, particularly in education for handicapped and disadvantaged children, child health, child welfare, child care and child development, including Head Start.

Our work in special education is a good example of our multi-strategy approach. We used litigation on behalf of a statewide class of Mississippi children who were being denied appropriate education. We won Mattie T. v Holliday and our Mississippi staff continues to oversee the progress towards getting those children into appropriate educational settings. I should add that Mississippi is the only state in which we have a branch office.

94-142 and 504: Numbers that Add Up to Educational Rights for Handicapped Children is a long title for a small handbook we published several years ago. This piece has been widely used by parent groups, state agencies, and independent organizations working on behalf of handicapped children. Perhaps you have seen it. To date, it is our best seller.

We have continued our public education effort by publishing information about the status of special education in the Congress in CDF Reports, our monthly newsletter. Since we began the newsletter 15 months ago, we have also featured the work of several local groups advocating on behalf of handicapped children.

Over a year ago, CDF helped form the Education Advocates Coalition, a group of nearly two dozen state and national organizations, which examined the (then) Bureau of Education for the Handicapped's administration of 94-142. Our findings prompted the Department of Education to do its own study of 94-142 operations which disclosed many of the same problems the advocates had identified. The Department was on its way to improving conditions; recent staff changes have slowed this down considerably. The Advocates continue to work for change in their respective states, however, and we facilitate communication between the members.

Currently we are working at the legislative level to try to pull the special education and Title I programs from the proposed block grants. These categorical programs have worked well for poor and handicapped children. In just a few short years we have seen some tremendous gains in the education of handicapped children. The block grants would repeal the helpful provisions of 94-142, the IEP requirements, the entitlement provisions, due process rights and protections. We believe good policy dictates sticking with a program that is working--to keep these public education dollars targeted on poor and handicapped children through categorical programs.

I have pulled together the key elements for state and federal policy work using our own methods and techniques, along with others used successfully by groups with which we work.

Learn the legislative process.

For most of us, the legislative process is something we last studied in 9th grade civics. If you are going to work at the state level, it is critical to know what is going on--and when. If you are going to try to pass legislation, when should you start to work on it? Who will write the bill? What happens after that? What committiees are responsible for what programmatic area? Is there a cut-off date for introduction of new bills? Does the legislature take up new bills every session? In Kentucky, the legislature meets every other year. You have to know the basics so you can adequately plan your strategy. That goes for working for or against other pieces of legislation as well as on something your group wants to get introduced.

In addition to learning the process for creating new legislation, it is also important to know the financial side of things.

What is your state's budget process? What is the timetable for budget action? Is it important to have funds for your program show up in the Governor's budget? If so, what is the process and timetable for getting your request considered by the Administration?

What is the committee structure? Do any of your representatives sit on key authorizing or financing committees? If so, that is an asset for you will have good access to that person as a constituent.

As a practical matter, I would suggest you purchase a loose leaf notebook for this basic information. Keep the information in one place, update it as necessary. Phone numbers and home addresses of key elected officials are important to have on hand. Office numbers, too, if they are available.

How do you gain this legislative knowledge? There are several ways. The League of Women Voters in some states has been especially diligent about developing materials on the state legislative process. Also, organizations which monitor the process, Common Cause, church and labor groups, for example, also would be able to tell you how the legislature operates. You might consider inviting a legislator to one of your meetings to explain the process to your group.

At the national level, we have developed some tools for people like you. Our booklet Children and the Federal Budget is fairly new and already popular with advocates. It describes the Congressional budget process and lays out the timetable for action. The Congressional budget process itself is quite new and quite complex. Until the mid-1970's, Congress merely acted on the President's budget proposals. Now it has its own research arm--the Congressional Budget Office--and a process which has become this year the vehicle for making massive budgetary changes.

Develop an action agenda.

In each legislative session--whether it be at the state or federal level--many issues of interest to children's advocates will surface, I do not think it is possible to work on everything and be successful in anything. In other words, pick your issues. It may be that there is legislation you have developed and want to see passed. Or a bill that will extend or improve existing programs that you will want to work to support. Or devastating proposals you will want to work on to kill off. Make some choices. I believe it is better to win on one or two things you know you can achieve rather than to cover the waterfront and try to do a little something on everything. There will be a great temptation to tackle everything. Please do not.

At CDF, we have several long range goals we seek to achieve for children. In each area we annually examine how far we have come towards meeting the goal. We assess the political climate and develop our short range goals for the coming year. These short range goals form our action agenda.

I suggest you make a decision about what you want to accomplish. Decide how much research you will have to do, get your facts straight, and come up with a timetable for implementing your strategy. Once you have done the basic homework, you will be in a better position to attract supporters; you will be able to clearly articulate what you are trying to accomplish and why.

An example of recent state legislative activity around an issue which will, I think, interest you, happened in Kansas. Knowing that the legislative session was drawing to a close, Kansas Advocates for Special Education wanted to raise the issue of pre-school education for handicapped children in hopes of raising awareness and getting a jump on the next legislative session.

Kansas Advocates is a statewide group of parents of handicapped children. It is two years old and has operated from its beginnings from someone's kitchen table, with no paid staff.

The public hearings that were held on this issue attracted parents from all over the state. The one day hearing was extended another day to accommodate the many people who wanted to testify. These hearings were an eye-opener for the legislators. They will take up the issue during the next session--which is what KASE hoped for. I believe this is a good example of a group which did its homework, mastered the legislative process, and mobilized its network of supporters in a timely way to achieve what it set out to do. They are working now to develop language for the legislation.

Cultivate allies and supporters.

Once you know the legislative process and you know what you want to accomplish, begin to figure out which groups will be for you, which against. Look around for supporters. Here are some possibilities:

1) Parents of children in your program
2) Staff of your program
3) Head Start, special education and other teachers
4) Early childhood educators
5) Professionals such as speech therapists, psychologists and others who may have organizations which will get behind the issue
6) Church and civic groups
7) Women's groups
8) Special interest groups who work on behalf of the handicapped.

Before you actually seek the support of these groups, ask yourself what each could gain from supporting your efforts. Why should they support the issue? This brief analysis will come in handy when you approach the group for support. You will have thought through the "what is in it for me" question and will have a response.

There is a pitfall you must avoid in the ally seeking stage and that is the urge to form an unfocused coalition. Too many advocates form the coalition first, then try to decide together what to work on. Pick your issue, develop it, then seek support. You may have to modify your position a bit depending on who you attract, but your goals and the research to uphold them ought to be able to keep the support focused.

Educate the public about your issue.

Children's advocates have much to learn about public education. Our issues are seen as complex, as difficult to understand, and often they are. While children themselves can attract public sentiment, their problems, in education or child welfare or other areas, often leave the public cold. The jargon and technical language we use have been a rather effective shield against public support for our issues. We have got to change this situation. Clearly articulate the situation you are trying to change. Who is affected? What is the problem? Why is it happening? What do you want to change? How?

Once you have the basic message down, develop a plan for getting it to the public--and by public I mean the general public and public servants. Perhaps someone in your group will accept the responsibility for conducting the public education piece for your issue.

Identify the media outlets in the area you are covering whether it be your city, congressional district or the state. Keep a notebook of essential information. Include the names, addresses, phone numbers, names of editors, deadlines for daily and weekly papers.

Identify the radio stations in the area, the public affairs director of the station, the names and air times of talk shows.

If there is TV coverage in your area, go through the same process. Identify the stations, the talk show opportunities, the public affairs shows and the names of public affairs producers. Add this information to your media notebook for handy reference.

Finally, include newsletters of other groups with interests similar to yours. When are their deadlines? How frequently do they publish? Who is the editor? Where do you send a copy?

Develop personal contact with editors and public affairs directors. It will pay off in the long run if you can call on these people from a friendly rather than an unknown position.

Here are some ideas for a public education campaign around your issue. Get a feature story about the problem situation into the major paper or papers in the area. A close-up of a family with a young handicapped child struggling to get educational services, or a feature on an existing program which is doing much good, but has long waiting lists, might stimulate public concern. Your press contacts may be interested in taking this on.

Letters to the Editor. These are another good way to get your issue before the public. Be specific. Be clear about what you are trying to change and why.

News stories. You may be participating in public hearings on the bill you are working for, or having an open house at your school to which you have invited your Congressman and the general public or you may be convening a meeting to discuss the issue or proposed legislation. In all these cases, you could send a news release describing the event to all the papers and stations and newsletters in your media notebook. It may be that the press will want to follow up for themselves, based on information in your release. In rural areas most papers usually print what they get in the release. In that case, you may want to submit information after the event so you will be able to let the audience know what happened.

Talk shows. Make someone from your group available to be interviewed on the local radio or TV talk shows. Some data and some human interest stories, plus your statement of the problem, its causes and your remedy are the pieces of information you want to get across to listeners and viewers.

Speakers Bureau. You may decide to add a Speakers Bureau to your public education efforts. A couple of people throughout the state who are willing to go to other groups' meetings to present your issue are all you need to get started.

If it is important that your group or coalition be identified with a particular issue, be sure to mention the group name, a contact person and phone number in all your material.

Issues you are working on at the state level readily lend themselves to this type of media campaign. At the federal level, you may want to do some of the same things. One of the issues we worked on with local groups recently was to analyze the effects of the proposed budget cuts on children in their state or county. Some groups did basic research to find out the effects then arranged a press conference to get the information to the public. Others used the letters-to-the editor approach to get the word out. Some sent their findings to the mayor, county commissioners and their state and federal representative and got press coverage on and about that action. Do not shy away from the media. Seek it out. Cultivate contacts. Hone your skills in this area.

Build a communications system.

It is important to be able to get timely information out to your network as well as to get information from it in a short time. You might consider establishing a phone tree--in your Congressional district for national work, or in your state for work at that level. Essentially, a phone tree is a system that minimizes the number of phone calls any one person has to make (usually five) and cuts down on the time it takes to get information out. It requires a bit of maintenance to keep functioning in times when not much is happening at the statehouse or the Congress.

The phone tree is a pyramid-shaped system. To set one up is relatively simple. If you are the key person, you would phone five people in your network when something happens that requires an immediate response. You would give them the information and the action needed, for example, calls or letters to your Congressman before a vote comes up on an issue you care about. These five people would, in turn, phone five people each. And so on. Within several hours your entire network would know the information and you would have responses coming from them to your Congressman.

The phone tree can be used to get information too. You may need to know how people in the network feel about a particular proposal. You could ask for opinions via the phone tree; people could respond on postcards or via phone calls directly to you.

The phone tree should also be used to let people know how the situation they mobilized for turned out. What difference did the letters make? What did your elected official do? What happens next? People in your network need feedback on their actions. We all like to know what good our efforts produced. If we are to take action time and again, we want to know that some of it has paid off.

Newsletters are another communications tool; however, they can be a lot of work. You might consider a one page sheet that goes to your network on a periodic basis to keep people informed about the progress you are making towards reaching your goal.

Try out some new ways of operation.

A pen, paper, envelopes, stamps and the addresses of key elected officials are basic tools for you to carry around when you need to generate support for a particular piece of legislation. Constituent mail is an important factor in shaping the way an elected official examines an issue and ultimately votes. In Congress it is common to hear about how the mail is running. At the state level, five or six letters from a district on an issue make it a critical concern; state legislators simply do not get much mail.

To use letter writing effectively, do it in groups. Absolutely no one goes home after a meeting like this one and writes a letter. People will, however, write while in a meeting. Take a supply of envelopes and paper to every meeting you go to. Give the pitch about your issue and why it is important for people to speak up on it. Hand out the paper and envelopes and take 10 minutes to write as a group. From a meeting this size, you would generate 60 pieces of mail on an issue. You could charge a quarter per letter to help defray the cost of supplies and the stamp. Remember this--letters should be in the person's own words. Do not use a form letter; it is simply not effective.

Site visits. We can learn a lot from Head Start about how to make a children's program visible to an elected official. Head Start people are quite good at getting their representatives to visit programs. They have successfully sought expansion funds by presenting their case on site. The elected official has an opportunity to see what the program looks like, talk with consumers and directors, and decide if the dollars spent are worth the results.

If, for example, you seek state funds to expand pre-school programs, you might consider inviting your legislator to visit your program, to learn first-hand about what you are doing. Simultaneous visits by legislators to programs around the state will be a good first step in building a common knowledge base about your program and might be a good publicity strategy as well.

Public hearings. You may want to stage a public hearing to let your elected officials know the need for, or the effects of, proposed legislation or budget cuts. Invite the elected officials and the media. Line up people to present testimony to a citizens panel. You may want to focus on the need for pre-school programs in your community, for example. You could line up parents who need the services for their children, teachers, and professionals in the field to talk about the value of pre-school, the cost-effectiveness of early intervention, and other pertinent points. Hearings are a way of calling public attention to your issue. Be sure, however, in planning one of these that you:

1) line up the speakers you want and ask them to cover specific aspects of the issue;
2) invite your elected officials and the press;
3) make sure others who have not been invited to testify have an opportunity to do so; and
4) pick a time and place that are appropriate to your issue.

You might want the hearing to be two weeks before a critical vote; you may want to hold it at a local school that would like a program but does not have the funds. Be creative.

Lastly --

Become involved in the political system.

The checkbook is an important tool in electoral politics. We have got to put our money on candidates we think will do the job for children. The rise of fund-distributing PAC's on the far right during the past several years indicates a need for us to financially support candidates who will, at the local, state and national levels, work on our issues.

Become involved in the local party of your choice. You might as a group develop a list of questions to ask each candidate. Find out their positions on education for handicapped children. It is better, I believe, to know where they are coming from before they are elected.

As an individual your opportunities to engage in active political work are wide open. As an employee of a non-profit, tax-exempt organization you are restricted, as you know. And your organization should stay out of direct political work.

The 1982 elections are rolling around quickly. Several congressmen and, no doubt, state elected officials are on endangered species lists. I encourage you to get involved in the electoral process. Volunteer some time to see that good people, critical decisive thinkers, are nominated and elected to represent you.

I realize this is quite a lot of ground to cover. The skills and techniques are transferable, learn them on one issue, enhance them on others. But start small. Do not do more than you are able to initially. These are fiscally conservative times. The gains for children will be small ones, but I think there will be gains. A child care tax credit bill has just passed in the New Mexico legislature and a Children's Trust Fund law has been enacted in Kansas. These are a few examples of the payoffs, from focused, well-organized local work.

I wish you all good luck--and success..

KEYNOTE ADDRESS

EFFECTIVE CHANGE IN RURAL SCHOOLS AND COMMUNITIES

EVERETT EDINGTON

Editor's Note: Dr. Edington's address is presented here as delivered at the workshop.

Effective Change in Rural Schools and Communities

Dr. Everett D. Edington
Director
ERIC/CRESS
New Mexico State University
Las Crusas, New Mexico

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A dilemma exists concerning public education's role in bringing about change within our social system. Should schools reflect the philosophies of the majority within a community, a state or the nation, or should they be instruments to bring about change within the system or even act in changing the structure of the system itself? In the past, the role of the public schools has generally been merely the reflection of the majority within the community, whether this reflection was religious, political or whatever. This view was accepted by both educators and the public.

Changes seem to be taking place not only among educators, but also within the public. Rarely does anyone go so far as to see the schools taking the role of changing the social structure, but the public does see the schools taking on the vital function of leadership, thus bringing about important changes within the existing social system.

In redefining this role it will be important for schools to restructure their systems for obtaining information used in decision-making. John I. Goodlad (1973) states, "In order to satisfy the different realms of decision making which will become a part of the role of the schools, . . . differing data sources must be brought into play for finding new solutions to problems." He suggests that educational institutions tend to draw their data from the safety of conventional wisdom, that schools are conservatively oriented, and that most controversial and potent thrusts of innovations are blunted.

Controversy over the purposes of the educational system is healthy. Without differences of opinion our schools would become stagnant and fail to meet the needs of our ever-changing society. This would also lead to control by a very few, who would be able to indoctrinate youth with their philosophies and thus, in a generation, would have one basic philosophy in complete control of the social system.

American society is at a point in time when important decisions concerning the future and direction of education must be made. Sterling M. McMurrin (1969), in Schools and the Challenge of Innovation, stated:

> But if many of these decisions are to be made in the future - the very near future - at least one major decision must be made now. It is the decision on whether to cling to the established educational habits and customs and thereby perpetuate the past or seize the opportunities of the present to break through those habits and customs and move in new directions.

For the educational reformer to be successful, he must not be so drastically divergent that the society will not listen to him and thus not accept his viewpoints. In order to survive an educational/political change, it is necessary to have what may be thought of as a map of the territory, together with some notion of the desirable direction and available paths. An educational change agent should also be aware of the practicality and applicability of a reform he advocates. It is extremely important that those advocating educational change have clearly in mind the goals of a society before attempting to initiate a change in their schools. It should also be kept in mind that change for change's sake should be avoided at all cost. The 1960's and 1970's were a time of rapid change with everyone jumping on the bandwagon for innovation. I predict the 1980's will be a time of change for improvement in the quality of education.

Rural schools will be among the most rapid to change, as they have been among the slowest to change in the past. We will see them catching up with many of the advances made by their urban and suburban counterparts in the last two decades. They will have the opportunity of learning from the mistakes that urban and suburban schools have made, and should be able to adopt only those innovations that meet the particular needs of rural areas.

Community characteristics which influence change are closely related to the characteristics of individuals who influence change. Thus communities with higher levels of education and socio-economic status will be more likely to accept innovation. Communities that are more cosmopolitan in nature will be more willing to accept innovation within the schools. Communities with these characteristics will not only be willing to accept such change, but will demand that improvements be made and that the school be a dynamic force in the social structure.

In rural America, we see a phenomenon of reverse migration taking place. Throughout the 1960's and early 1970's, a large number of people migrated to the urban areas, and thus we saw steady declines in rural populations. However, in the past six to eight years, this migration has been reversed and in a great many rural communities we see growth taking place. It is interesting to note that the people coming to these communities are generally of a higher level of education and somewhat higher socio-economic status than many of the long-term residents. The first area in which they see the opportunity of making changes is in the schools. Many of them are getting elected to school boards, and by relying on this type of power are making changes within the communities. They also expect the same types of services they had in the urban or suburban schools which they left. This is causing frustation in many of the rural citizens, who are unable to cope with the rapid changes taking place.

Extreme social unrest within a community may in some cases act as a deterrent to change. When school administrators have to lock gates at the schools and police the halls to protect the students, staff and property, it is extremely difficult to have a viable educational program. It is important that there be a dialogue between the community and school personnel, although in some cases there may be confrontation. This confrontation should not be destructive in nature, but should involve issues to be solved at the negotiating table or at the polling place during school board elections. In the past, school board members have generally represented the power structure or special interest groups. Such persons were content to maintain the status quo in the schools. State legislators often represent the same groups of people. If others in the various communities want more of a voice in what happens in the schools, they must work within the system to get representation in both local and state legislatures and policymaking bodies. This change is beginning to take place in some communities, making the schools more susceptible to changes desired by the various groups living in the school district.

While there is a vast difference in the characteristics of rural schools, the main similarities are in smallness and degree of isolation. Due to the smaller administrations and fewer people in positions of authority, it is sometimes easier to bring about change in rural schools than in urban schools, even though rural schools have been historically slower to change. The change agent should take advantage of the smallness of the schools and the smaller number of people to work with in order to effect change in the rural community. There is even some idea that the assumption that rural schools are the most difficult to change may be only a myth. In practice, however, the small rural school has often been ignored by policymakers at the state and national level. A good example is the National Center for Educational Statistics, which does not even collect data on schools of 300 or less. With the block grants for education advocated by the Reagan administration going into effect, it is extremely important that small schools focus on the state level in order to gain necessary funds to bring about change. This might be easier for them than influencing the large bureaucratic programs that have come out of Washington in the past.

A major research effort to study the change process in rural schools was the Rural Experimental Schools Program, financed by the National Institute of Education. Ten rural school districts were part of a five-year program through which change was introduced. An anthropologist or sociologist lived in each community and documented the process, both in the school and in the community. Abt Associates of Cambridge, Massachusetts had the study contract and was responsible for this major evaluation effort (Herriott, 1979). Characteristics of rural schools which affected their willingness to accept change were as follows:

1. The multiple functions of rural schools. Generally in the rural communities, the school is often the center of the social life and other activities within the community. It is often an accepted fact that much of the entertainment for the community is provided by or in the school.

2. The tension between stability and change in rural communities. The power structure within the rural community generally has much more immediate contact with the school than it would in urban areas. Quite often this power structure desires stability, and change can often disrupt the status quo and cause tension. The change agent must identify this power structure and be able to work within it, to bring about change and still have a type of stability.

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3. The recentness and circumstances of school district consolidation. Consolidation has been a thorn in the side of rural people for some time. Often it has been a barrier to proper change. Many times, whether to consolidate or not becomes the issue, rather than whether the consolidation would bring about more quality education. In some cases it would, and in many cases it would not.

4. The size, geographic dispersion, and population density of rural school districts. Recently, I was at a meeting in Kentucky where an administrator complained that this rural district covered 50 square miles. I was amused at this being considered an isolated and large geographic district, as I am also acquainted with a district in northern New Mexico that covers 1740 square miles. Ninety-eight percent of the students are bused an average of 47 miles, one-way. These students are located in seven different schools and the total school population in the district K-12 is 508 students. Vast distances like this make change very difficult at times.

5. The heterogeneous nature of rural populations. As has been mentioned earlier in this paper, there is a recent tendency for reverse migration to rural areas. This causes the population within these rural areas to have a number of different characteristics. Depending on the issues, this may help or hinder change.

6. The limited and precarious economic base. In many states, the local tax base provides a large part of the support for the rural schools. Some states are changing this. About 25 states in the nation now have special support formulas for providing funds for rural schools. Many of these rural districts must have more state support before they will have the economic base necessary for supporting innovation and change (Wright, 1981).

7. Rural fears of federal colonialism. Last year the U.S. Department of Education sponsored a series of 10 workshops around the nation to determine the feelings of rural people about the types of assistance that should come from the federal level. In many cases, they found a strong bias against federal intervention in education and many of the rural communities in essence said, "Do not mess with our schools; leave us to make our own decisions."

8. The shifting balance of power and authority among rural teachers, administrators, and school boards. Rural schools are the latest to feel the pressures of unionized teachers. Most rural school boards, school superintendents and administrators still do not know how to deal with collective negotiations. Many times the teachers bring in their professional negotiator from the State Education Association, while the local administration and the board are left to flounder for themselves.

9. Citizens' reservations about the professional authority of teachers. Teachers are no longer the most respected people in the rural communities, so there is a reluctance to accept the authority of the teacher. This is because of a number of changes introduced into the curriculum of rural schools, which may be in direct opposition to the felt needs of the community.

It should be pointed out that the amount of change that has occurred in rural schools in unimpressive, compared to the amount of financial aid and human resources devoted to change efforts over the past decade. With these resources drying up, it is even more important that change be well-planned in order to meet the educational needs and objectives of the community. One important aspect of change in rural schools and rural communities is the recognition that the local community and the staff of the school must be involved in the change process and planning. Deal and Nutt (1979) found that if desired changes are to take place in the community, it is important that local people, both in the school and the community, be involved from planning to implementation; the addition of money alone is not the answer. It may well be that the most effective change is that accomplished with existing financial resources.

Alvin Toffler (1975), in The Eco-Spasm Report, stressed two principles for coping with world crises: (1) economics alone cannot solve the crises, and (2) the past cannot (and should not) be recaptured. These two principles could well be applied to changing schools in rural America. A common mistake is to believe that money alone can solve everything. Not only is this an entirely erroneous philosophy, but the nation is in a time of limited resources; one of the most important tasks facing the educational decision maker is the proper allocation of current funds, rather than planning to utilize new money in change programs. The second principle also holds true for rural schools. There are vocal groups who advocate going completely backward to one-room schools. I would much rather look forward and discover more effective ways of developing sound basic educational programs.

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SYNOPSIS OF HCEEP RURAL WORKSHOP TOPICAL SESSIONS

Topic: Transition into Public Schools: Workshop

Presenters:

Patricia Hutinger, Director
Outreach: Macomb 0-3 Regional Project
27 Horrabin Hall
Western Illinois University
Macomb, Illinois 61455

Marilyn Frank, Director
Project C.H.A.R.T.
311 Oglebay Hall
West Virginia University
Morgantown, West Virginia 26506

Wanda Black, Preschool Coordinator
West Central Illinois Special Education Cooperative
323 West Washington
Macomb, Illinois 61455

Procedures for Transition Into Public Schools (Hutinger)

Insights into the problems, solutions and realm of procedures used to move handicapped youngsters from one program into a new one are of critical importance to those working in early childhood handicapped programs and a topic frequently discussed by leaders in the field. As future directions in programming for handicapped young children are examined, attention to the development and implementation of specific, effective transition practices must be an integral part of the provision of services to children and their families.

Transition practices are defined as those strategies and procedures which are planned and employed to insure the smooth placement and subsequent adjustment of the child as he/she moves from one program into another; for example, from an early childhood handicapped program to a regular kindergarten, a preschool room, or a primary special education classroom. The results of a comprehensive Illinois study demonstrated that at least in that state, transition practices at best tend to be isolated and fragmented in reality, and at worst are nonexistent (Hutinger & Swartz, 1980). Data collected from six nationally known First Chance programs indicated that they were able to provide more careful attention to follow-up procedures used in the transition process than other programs.

A variety of factors affect the quality of transition practices, not the least being the amount of time personnel have during each day to engage in the multitude of activities required in a program serving young handicapped children. Personnel in programs for older children usually do not have the luxury of extensive available time to do all the things they know need to be accomplished. Nevertheless, program personnel must attend to a number of variables related to effective transitioning to insure maximal child growth.

Procedures for Transition Recommended by a Panel of Experts in Early Childhood (Hutinger, 1981)

1. The receiving teacher should make observational visits in the child's early childhood program prior to transition.
2. Inservice and conferences for both parents and early childhood staff need to be provided at the beginning of the transition year.

3. Parents and early childhood staff should be involved in the child's annual IEP review.
4. Competencies for entry into kindergarten and primary programs need to be determined. The criteria should influence the preschool handicapped program.
5. Smooth progression from program to program involves:
    a. Developing a good communication system between early childhood handicapped (ECH) programs and primary and kindergarten programs.
    b. Transition can be built into the ECH curriculum so there is a gradual change in classroom procedures.
6. Effective coordination needs to be established between ECH programs and primary and kindergarten programs.
7. Additional training and inservice needs to be established for regular educators. The receiving teacher should know the curriculum, teaching strategies and instructional procedures which were used in the ECH class.
8. The ECH teacher should provide direct follow-up and have knowledge of available resources that can be used by the receiving teacher.
9. The child should be asked to participate in the transition choice - receive program alternatives before a final decision is made.
10. Good records on child progress is essential.
11. Administrative involvement in transition is essential.
12. Professionals working on transition need to have an integrated approach and general understanding of the work of other professionals involved with the child.
13. Parents should be trained as "advocates" for their child.
14. Follow-up procedures are of critical importance.
    a. The receiving teacher must be offered follow-up services.
    b. Child data should be provided.
    c. A follow-up time line or schedule should be established.
    d. Provide support for teachers through the use of adjunctive ancillary services.
15. Paid, trained advocates are needed to assume the role, responsibility, activities and coordination of the transition procedure. (However, the source of funding for such an advocate is a problem.)
16. Opportunities for both formal and informal interaction between sending and receiving teachers are essential for effective transition.

References

Hutinger, P.L. Transitional practices for handicapped young children: what the experts say. Division of Early Childhood, The Council for Exceptional Children, 1981.

Hutinger, P. and Swartz, S. Executive Summary: Illinois Early Childhood Handicapped Research Study. Springfield, Illinois: State Board of Education, 1980.

Transition Into Least Restrictive Environments (Franks)

A seven stage assessment process is typically followed in determining appropriate placement for the handicapped child. The model presented here takes this process a step further: before an immediate placement is made, the next, less restrictive placement is identified and specific goals are then established so the child will be taught the prerequisite skills to enter that next environment.

Identifying and referring occurs when someone (parent, social worker, friend) thinks the child may have a problem and contacts the Local Education Administration (LEA). Screening occurs to determine whether the child does have a problem, and to gather relevant information. Then a more in-depth assessment is made, to determine deviation from normal or from requirements of the present environment, thus establishing present status.

During the placing stage, the child's future (less restrictive) environment (and possible alternatives) are examined. Minimum entry requirements of the environments are determined (for example, kindergarten teachers are asked to determine minimum skills, behaviors expected of any child who enters their class). The next "best choice" environment is selected at the Interdisciplinary Staffing Individual Education Program (IEP) meeting and preliminary long range goals are identified. Long range goals are skills to be acquired before entering the next environment. If a child is three, he/she has two years to meet those goals before entering a kindergarten placement, for example. A best placement is assigned (if alternatives exist) at which the child receives instruction toward the long range goals.

Before the teacher begins instructing, he/she does an in-depth assessment of the child's present level of functioning in different areas (gross motor, dressing, social interaction, etc.). The number of objectives between the present level of functioning and the long range goals are determined (using a specific curriculum). The total objectives are divided by the number of years to the long range goals (two years, in our example), which yields number of objectives to the annual goal. Monthly goals are established by dividing objectives to the annual goal by the number of months the child will receive instruction that year (typically, this is nine months). Short-term objectives are the first objectives to be taught, which immediately follow the present level of functioning.

Monitoring of the child's progress is on-going. Data is collected on objectives as they are taught and mastered. The teacher and his/her supervisor examine the data regularly to evaluate the effectiveness of instruction and to determine necessary teaching techniques or objectives are altered to maximize effectiveness of instruction.

Usually, the child's progress is examined on an annual basis with the next, less restrictive environment in mind. Any necessary programming adjustments are made and written into the IEP, thus re-establishing status of the child's educational program.

This process is continuous for the duration of the child's education. The next, less restrictive environment is always determined with the plan that the final environment allows independent functioning within the community.

Public School Administrators' Concerns On Transition Into Public Schools (Black)

Public school administrators are in a difficult and challenging position in their role in a child's transition into public schools from 0-3 or 0-5 early childhood handicapped programs. The primary reason for this difficulty and challenge is the lack of coordination and planning for the child between the public schools and the early childhood handicapped (ECH) programs.

The following 13 points are concerns that need to be considered by public school administrators, teachers and directors of ECH programs.

1. Often times parents who request birth to three programs need professional guidance in seeking kinds of service to avoid splintered approach.
2. 0-3 services seem to be based on medical support services (or mental health).
3. Parents being served by 0-3 may be advised on medical needs rather than the educational needs of the child.
4. Role of school is often not clearly defined to the agency and parents of a 0-3 or 0-5 child.
5. Parents usually have a very close personal contact with the 0-3 programs because they are with the child as services are being given. However, when they enter public school programs this changes. Parents may become distrustful because they feel they are no longer an important part of their child's program.
6. Schools often make the mistake of not developing basic curricular goals and defining the limitations of their programs.
7. Agencies work autonomously to each other rather than cooperatively, and this reflects an overlapping of services (are we cost efficient in this). This may force parents to choose what they perceive as the "best", therefore, creating a great deal of conflict in parents and among agencies.
8. Schools follow ISBE Rules and Regulations. Parents (at times) are led to believe that because 0-3 recommends it, it must be so.
9. Schools and other agencies must learn to pursue ALTERNATIVES of service and to make maximum use of a minimum of resources.
10. After the child enters school and becomes a student, the role of the 0-3 worker is unclear. At times they appear to take on the role of an ADVOCATE or WATCHDOG to insure that the teacher is doing what 0-3 teachers want.
11. Can the parent shop around for services? In our area some have been led to believe they can. In Illinois the R & R's state the decision for special education services must be made at a multi-disciplinary staffing and that parents and public school personnel must reach a consensus on placement and IEP goals.
12. Separation of child from parent - we do an inadequate job of preparing parents for this and in follow-up. Need to define roles and responsibilities of all involved to achieve a smooth transition.
13. How do we look at the total child and determine priorities in relation to the long range goals of independence?

If the teachers, parents, public school administrators, and directors of ECH programs actively participate in planning the child's transition from one program to another, the cooperation would lead toward implementation of procedures that work best for all concerned. The use of the following checklist for transition into public schools would help insure that the process be smoothly transpired.

Checklist for Transition Into Public Schools

	Parent Training	Case Study	Other Agencies	Related Services	Curri-culum	Interim Services	Trans-portation
Teachers							
Parents							
Child							
Administration							
Related							

Topic: Interagency Coordination: State Success Stories

Presenters:	Christine B. Bartlett Early Childhood Consultant Division of Special Education Maine Dept. of Educational and Cultural Services State House Station #23 Augusta, Maine 04333	Sharyl R. Gottschalk SIG Director Section for Special Education R.F. Kneip Office Building Pierre, South Dakota 57501

The purpose of this session was to share some information on successful state practices in interagency coordination in selected states, and to provide an opportunity for participants to identify particular problems which concerned them, as well as linking them up to appropriate resources to help resolve the identified problems.

The presenters provided a framework for determining how and when a state should get involved in interagency coordination. Problems were identified by individual participants, as were general problems which any interagency effort might face. The identification of resources to resolve problems was discussed by the presenters.

Interagency Collaboration in Maine (Bartlett)

Maine Law (Title 20, MRSA, Chapter 406) provides for a grant program at the discretion of the Commissioner to support coordination of services to handicapped children between the ages of three and five. This law, passed in April, 1980, was the culmination of a three year pilot program to develop a system for coordinating preschool handicapped services. The pilot phase was supported by Maine's first State Implementation Grant, two years of Preschool Incentive Grant funds, and two years of State Appropriations. It involved (and still involves) three state departments in the program - the Departments of Educational and Cultural Services, Mental Health and Corrections, and Human Services.

At the state level, the program is operated by the Interdepartmental Coordinating Committee for Preschool Handicapped Children. The fourteen members of the Committee represent the three departments, three parents of handicapped children appointed by the departments, and representatives of Maine Head Start Directors' Association and The Association for Young Children with Special Needs. The Committee is responsible for selecting grant recipients, approving continuation funding, monitoring and evaluation of the grant sites, and providing technical assistance to the local programs. In addition, they take the primary responsibility for state coordination activities which currently include developing regulations for the new legislation, developing written agreements at the state level to facilitate the local coordinated efforts, and developing standards and guidelines for programs participating in the coordination effort. There are currently seven programs funded in the state; a plan for gradual expansion of the system state-wide will be developed during the coming year.

At the local level, the program is governed by Local Coordinating Committees, made up of regional/local offices of the three departments, at least two LEA's, other public and private providers of services to preschool handicapped children, and parents. Each program must have a fiscal agent to act as recipient of the funds (six of the seven current fiscal agents are school districts), and must hire at least a full-time coordinator and a part-time secretary to carry out the program. The four components of the system are:

1. to coordinate existing screening programs;
2. to coordinate existing diagnostic/evaluation services;
3. to coordinate existing direct service programs for identified children; and
4. to coordinate planning to eliminate duplication, develop needed new programs, or to augment existing programs in the first three areas.

The focus of the effort is on developing a systematic approach in the given geographical area, assuring that existing state and local services are appropriately and fully utilized prior to developing new programs and using grant funds to pay for services to children.

Two evaluations of the program, one in the spring of 1979 and one recently completed, indicate that the approach has had a high degree of success in improving and increasing available services for identifying and serving handicapped children between the ages of three and five. There has been moderate to good success in decreasing duplication, and increasing coordination between/among area service providers. One indicator of the success of the approach is the increase in children eligible to be counted for the Federal Child Count, from 688 in December, 1977, to 1,448 in December, 1980. Not all of these children are served through the coordination programs, but they represent a significant percent of the increase.

Interagency Collaboration in South Dakota (Gottschalk)

South Dakota Law (SDCL 13-37-1) states that children in need of special assistance or prolonged assistance means all children under the age of twenty-one who are residents of the state of South Dakota, and who, because of their physical or mental conditions are not adequately provided for through the usual facilities and services of the public school. The law also states that all public schools must provide "appropriate educational services" for all children in need of special or prolonged assistance, under twenty-one years of age. State Special Education Rules further define the law by stating that programs for children under the age of three years shall be provided only to those children who are in need of prolonged assistance.

Local education agencies (LEA's) are responsible for serving all preschool handicapped children. This does not necessarily mean that the school district has to have an actual early childhood handicapped program. An LEA does have the option to coordinate with existing early childhood programs such as Head Start programs, parent-child centers, and private state approved preschool programs.

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South Dakota Law (SDCL 13-37-1.2) places regulatory and coordinating authority for special education with the Division of Elementary and Secondary Education. As a result of this law, the South Dakota State Education Agency has assumed the leadership role in state-wide interagency activities.

South Dakota is a rural state and lacks the abundance of economic resources. School districts find it extremely difficult to expand or initiate special services under these conditions. The role of the Section for Special Education is one of identifying and coordinating with other agencies that provide, or have the potential to provide, services to the young handicapped child.

The Section for Special Education believes that the development of interagency agreements is necessary to assure smooth cooperation between agencies and programs. Agreements should be designed to identify each agency's role and responsibility in identifying, evaluating, and serving young handicapped children.

The South Dakota State Education Agency has entered into agreements with other state agencies, regional agencies, and private facilities. The reason for the development of existing agreements was either: 1) to clarify different agencies roles and responsibilities; 2) to resolve an apparent conflict; or 3) to assure the continuation of smooth cooperation between agencies in the case that one or more key persons involved leaves the agency.

Interagency coordination and commitment must be present at all levels - federal, regional, state, and local. South Dakota continues to develop agreements at the state level, but they are also encouraging local school districts to develop agreements. One local district is entering into agreements with Bureau of Indian Affairs (BIA) schools, BIA contract schools, Social Services, Indian Health Services, and reservation head starts and parent-child centers. Another local district is in the process of developing agreements with private hospitals, a state college, Mental Health, and Head Start programs.

There have been positive efforts across the state to provide services to preschool handicapped children. It is essential that the Section for Special Education provide the leadership in coordinating services statewide. The development of interagency agreements has provided, and will continue to provide, the leadership necessary to appropriately serve all children in need of special or prolonged assistance.

Topic: Affecting Rural State and Federal Policy: Discussion Group

Discussion Leader: Louise Phillips
Magnolia School District #14
P.O. Box 428
Magnolia, Arkansas 71753

Filling in for Barbara Zang (who was scheduled to lead the discussion group the morning after her opening keynote address, but had to inadvertently return to Washington), Louise Phillips led a discussion concerning the roles that federally funded infant projects can and can not take in lobbying to maintain federal monies for early childhood handicapped programs.

Ms. Phillips advised the project directors and staff to steer clear of using monies allocated to their projects to lobby their congressmen because of the unlawfulness of using federal dollars to influence legislation. However, she did emphasize that there are ways to lawfully and effectively make our voices heard concerning what happens to the dollars that now support infant projects, that we can make an impact. We just have to be very careful to play by the rules.

One course we can all follow, she explained, is to use people who are not directly involved in (or paid by) the project to do the lobbying We must let the parents of the children we serve, the projects' advocates and friends know how essential it is that they write their congressmen about the necessity for and the effectiveness of the early childhood handicapped programs. Phillips stressed though that even in pursuing this means of making our voices heard, we must be careful. She cited an example of an infant project which wished to inform its parents, friends and supporters of the need to write legislators. In their desire to accomplish this as quickly and effectively as possible, the project staff chose to inform its suporters of the need to write via the project newsletter. In the newsletter (which was written, copied and mailed with federal funds), the staff laid out the message that needed to be written to the congressmen, gave names and addresses of those congressmen who would be most beneficial to impact and even gave the format to be followed. This approach to lobbying was not within the legal guidelines.

What we can do as project directors and staff is to send out factual materials concerning the federal budget breakdown, the voting records of legislators, the pieces of legislation which are up for vote and the changes that are being made. If this is done in an objective, non-opinionated manner, we are not going against regulations. We are letting the voters make up their own minds; we are just providing them with the facts that will illustrate what is taking place.

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Phillips also suggested that we maintain close and constant contact with the media. Let them know of our activities, have them on hand when we have a workshop, conference, or fund-raising event. Provide them with a human interest story. The public thrive on these stories and this advances our position as a worthwhile and necessary service to the community.

Working for our representatives and senators before election time as private citizens on our own time is an effective way to ensure their support once they are in office, Phillips suggested. Whether we give time, money or both, when we later approach them as representatives of our projects, our efforts will be remembered and appreciated.

A group interchange closed the discussion with Phillips monitoring the suggestions and questions from the participants. More specific and indepth means of influeincing legislators to support infant projects are found in the 1981 Rural Monograph entitled Let's Go Rural: Influencing Decision Makers, coordinated by Louise Phillips.

Topic: Rural Service Delivery Strategies That Work: Innovative Models

Presenters: Jimmye Gowling, Director
Project: SEARCH
415 West Avenue N
Silsbee, Texas 77656

James Pezzino, Director
Service and Demonstration
Montana University Affiliated Program
University of Montana
Social Science Building
Missoula, Montana 59801

Prenatal Class for High Risk Mothers (Gowling)

Project: SEARCH conducts a weekly class for pregnant teenagers in the Silsbee Independent School District. These classes are conducted by the project nurse whose background includes 10 years experience in the Labor and Delivery Unit of Baptist Hospital, Beaumont, Texas. The purpose of this class is to provide the high-risk mother with enough information and encouragement that the result is a healthy newborn with prospects for improved quality of life because the mother realizes that mothering begins before the baby arrives.

Organization

Currently the R.N. conducts 90-minute weekly classes at both campuses. At the first class meeting the students receive a syllabus, a description of the grading system, and fill out necessary forms. Students must submit a written statement from their physician which verifies their pregnancy, grants approval for participation in class activities (exercises, etc.), and indicates the expected date of delivery.

The grading system requires a pre/post test of each unit of study. Students are also graded on assigned classwork. Students who miss class are allowed to make up the work. The grades earned in the prenatal class are averaged into the grades the student receives in the regular class she attends during this period for the remainder of the week. Sometimes students' schedules are rearranged so that they have this class during a time which the student body is allowed for school activities such as the Math Club or other student organizational meetings.

Referrals

Most referrals come through the school nurse or another student. The students contact the counselor who then arranges the students' schedules so that they can be enrolled. Referrals, however, come from other sources as well, such as teachers, parents and people in the community. As soon as a student is referred, the R.N. gets the necessary releases signed for class participation and has the student sign a contract regarding the grading system. Students also agree to have the newborn screened by Project: SEARCH.

Course Content

Curriculum for the prenatal class is divided into five major areas:

1) Introduction and General Information
2) Self Care During Pregnancy
3) Nutrition During Pregnancy
4) Preparing for Labor and Delivery
5) After Baby Comes . . .

The R.N. develops the curriculum and student workbooks which are used in class or for home assignment. Some makeup work is arranged by the R.N. at the school on a day other than the regularly scheduled day for the prenatal class.

Students are enrolled in this class at an interval during the school year; therefore, it is important that the classes be individualized and some portions of the curriculum are almost self-instructive.

Special films and a field trip to the delivery room and neonatal nursery of a nearby hospital are also part of the course and these special events are open to other students in the Home and Family classes of the high school.

Special Considerations

For those who may wish to establish a similar class, the following considerations should be weighed:

Time restrictions. Semester changes, class time limitations and absenteeism affect course schedule and content.
Classroom space. This class needs a large room for exercises with some degree of privacy.
Age and intellectual levels. These vary so widely; however, with the notebook, good demonstrations and individualized instruction, these variables can be overcome.
Gift packs. Prenatal and newborn gift packs have great appeal to the teenage mother.
Administrators. Solid evidence of need and a cooperative spirit are top priorities toward obtaining permission and support for this type of class.

Rural Service Delivery Strategies for the Handicapped (Pezzino)

This presentation addressed several rural service delivery strategies appropriate for the handicapped that have been or are in the process of being implemented by the Montana University Affiliated Program (MUAP).

The Montana UAP for Developmental Disabilities is one of more than forty programs in the country funded to provide specialized resources to service systems for handicapped persons. The mission and state-wide goals of the MUAP focus on the following:

1. The development and demonstration of model and exemplary service programs for the developmentally disabled;
2. The accomplishment of personnel preparation activities;

3. The development of an information-base in support of technical services and research; and
4. The dissemination of information to administrators and practitioners.

The following rural service delivery strategies are presented here to exemplify this organization's responsiveness to a state-wide challenge to positively impact developmentally disabled persons and agencies:

1. MUAP Administrative Structure
2. Telecommunication Technology
3. Instructional Technology
4. Interagency Cooperation
5. Itinerant Service Delivery Strategy
6. Information Management and Dissemination

Topic: Staff Training for Rural Personnel

Presenters: Joyce Evans
Southwest Educational
Development Laboratory
211 East Seventh Street
Austin, Texas 78701

Denese Pillans
DEBT Outreach Teacher-Trainer
DEBT Lubbock Independent School
District
1628 19th Street
Lubbock, Texas 79401

Effective Inservice Training (Evans)

Effective inservice training is a critical special education need in rural areas. Teachers are often assigned to classes for which they were not preservice trained or they may have children with problems which they are not prepared to handle. Inservice is their primary means of gaining new skills.

Effective inservice requires assessing teacher needs, planning training to meet individual and group needs, conducting training (not just a lecture), and assessing the results to begin the planning and training cycle again.

Assessment

Assessment should be an integral, on-going part of inservice, including: (1) assessing initial needs, (2) assessing inservice options, (3) assessing inservice results, and (4) assessing future or additional needs.

Assessing initial needs is too often a matter of assessing the needs of administrators, principals or supervisors, or their perceptions of the needs of teachers. Teachers themselves must be included in assessing their needs. This does not have to be a complex process--it can be done quite simply. The most obvious way is to question, to ask teachers, "What do you want to learn?" Interviewing teachers, which takes longer, involves asking teachers to describe their needs and the types of information they need in more detail. Classroom observation, followed by talking with teachers, is another approach. Written surveys are often used. This approach can be effective if it is not biased or limited by the questions or the way the survey is written.

Assessing inservice options is another type of information necessary for planning. Nearly every locale has some type of resources, but sometimes these are overlooked. Non-public school agencies such as public health, mental health/mental retardation centers, and medical associations often have information and expertise which can add to possible inservice options.

Planning

Planning involves knowing the needs, knowing the options, and selecting the options which meet individual and group needs. Inservice options might include: individual consultation, reference material (books, pamphlets, materials), observation of other teachers, observation in other centers or agencies, attending conferences, or teaming with another teacher as well as employment of a consultant or conducting a day of training.

Planning may include selecting a consultant to address common needs of groups of teachers. However, consultants should be selected with care. Some consultants are best able to entertain or inspire the listeners; others are excellent lecturers on topics of general interest or on highly specialized topics; others are excellent at leading group discussions or problem solving sessions; some are adept at demonstrating with children or materials; and some are "trainers," able to use a variety of adult teaching strategies to convey information at a practical level.

The area of expertise, the consultants' knowledge of a specific area, is important but equally important is the manner in which that information is conveyed. The consultants' knowledge and communication style or delivery of information must be matched with the needs of teachers.

Training

Training, the actual period of time participants are gathered together to learn new information, should include a variety of format options, not just lecture. Adults learn more easily when they are able to see and participate as well as listen. Although adults have learned to sit courteously and pretend to listen, it is difficult to concentrate and learn through listening for more than 15 or 20 minutes at a time. Therefore, passive or inactive format options should be alternated with active ones to hold attention. Possible format options might include: role play, demonstration, group experiences, discussion, independent activities or assignments, simulation, or audio-visuals.

Training provides an opportunity which often overlooked--that of helping participants become better acquainted with each other as individuals and as resources. This is particularly important in rural areas in which teachers need to draw on the expertise of each other. When teachers begin exchanging teaching ideas and information among themselves, the trainer can feel that he or she has helped them along the road to helping each other.

Assessing training should occur during and following the actual training. Participants' comments and questions during the training can often provide a guide for future inservice. Post session evaluations with questions such as "Did you like the session?" or "Was the room comfortable?" are rather standard but provide little information about what was learned. If criterion referenced tests are not used, it is helpful to at least include an open-ended item or two such as "List the three most important points of this session" or "List three new ideas which you can use."

Assessing, planning, training--it is a cycle which must be continuous if inservice is to be effective.

Training Volunteers as Home Teachers (Pillans)

Developmental Education Birth through Two (DEBT) Outreach Program proposes to train personnel to develop home-based programs which will provide comprehensive services to parents of very young handicapped children.

Recruitment of Volunteers

Recruitment of volunteers is one of the major components of the service delivery strategy. The awareness campaign starts with the DEBT Newsletter and introduction of the Outreach Program to all interested parties. Personal contact is made with each area's school superintendent and health providers. Key contact people are located, and DEBT presentations are set up with PTA's, social and civic organizations, study clubs, and informal small group meetings. A corp of individuals interested in participating in outreach training is identified. The most essential qualification is love of children. Volunteers range from parents of handicapped children, parents of normal children, grandparents, foster parents, nurses, retired teachers, social workers, and others. Each come with his/her own area of expertise, adding interest and variety to each session.

Training Component

The training design provides 24 hours of preservice training, follow-up visits, evaluation of replication programs, and dissemination of materials and information. The training component has two purposes: 1) that persons participating in the training workshops will acquire the basic competencies needed for identifying young handicapped children, with particular focus on the early years, as well as an understanding of services available within the educational framework; and 2) that educators and volunteers will become knowledgeable of services provided through various social services, medical and private agencies for families seeking help which will enhance the well being of the handicapped infant.

The training times are flexible, giving consideration to the volunteers' schedules. The choice arrangement has been four hours a day, two days a week for three weeks. A continuous week presents too much new material, while one day a week spreads over too long a period.

The first session starts with a Memorandum of Agreement. It is signed by the DEBT Outreach Training Staff (DOTS) and the site volunteers. It includes a statement of objectives and evaluation. This written agreement serves as a bond, a commitment.

Pre- and post-tests are administered to measure the competencies of the volunteers, as well as to evaluate the effectiveness of the training. The training notebook is introduced with particular attention paid to the glossary and the medical nomenclature. The "jargon" of the training sessions, whether medical or educational, is often new to volunteers. The training sessions include informal discussions using multi-sensory techniques ranging from mini-lectures, video tapes, slides, filmstrips, observation and direct training experience. Open discussion allows for each trainee (some of whom are parents of a special child) to share his or her own personal experiences and knowledge. The areas covered in the sessions are: high risk factors, normal and abnormal development, handicapping conditions, physical management, assessments, curricula and educational planning, and parent training.

Field training follows the formal training sessions, giving volunteers the opportunity of gaining first hand experience. The volunteers make a visit to the DEBT office where they are paired with DEBT teachers for home visits. On field day they receive an overview and tour major facilities in the area serving the handicapped. The documentation system

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outlined in the DEBT G.O.S.P.E.L. (Guidebook of Objectives for Systematic Procedures through Efficiency and Logic) is reviewed.

Monthly meetings called by the volunteer coordinator are held at each site. At the meetings new children are assigned, assessment data is collected, successes and difficulties are discussed, and any newly developed related service or agency is introduced. Volunteers learn to work together, to trust their judgement, to be flexible, adaptable and creative. Each comes with their own unique talents and each take to a family a combination of love, talent, knowledge and concern.

The volunteers help to turn the cogs of the wheel. Their work increases community awareness, thus recruiting more volunteers to be trained. These dedicated people make community presentations and provide site activity up-dates at area meetings. These DEBT Replication Sites would not be able to continue without the volunteers and the cycling effect they play on that community.

Topic: Securing Funds: Three Hour Workshop

Introduction: Sharon Kiefer, Coordinator
CDR Outreach Project
P.O. Box 299
Lightfoot, Virginia 23090

Presenters: Corinne Garland
Rural Network Coordinator
14942 Bramblewood
Houston, TX 77024

Arthur Moreau, President
Division of Innovation and Development
Continuing Education Programs of America
P.O. Box 52
Peoria, Illinois 61650

Jane Weil, Director
Washington County Children's Program
Outreach Project
P.O. Box 311
Machia, Maine 04654

Securing Funds in Rural Communities (Garland)

This portion of the workshop was designed to debunk the mythology which surrounds fund raising, and to make participants aware of the fund raising skills they, as educators, already possess. These include needs assessment, selecting strategies, implementation and evaluation. The planning process was stressed as critical to a successful fund raising campaign.

Participants were encouraged to follow a fund raising process which includes the steps which were outlined as follows:

Define the Need

Three questions must be answered in definition of need: What for? How much? and For how long? What is it you are seeking funds for? Prepare a clear statement of your purpose. How much is it you need for your program? Translate the program into dollars. A simple calculation of the service you provide, less your assessment of funds currently available to support your project will result in a clear statement of financial need. Is your need a one-time situation or is it ongoing? Or are you only asking for start-up money, after which you will secure other sources of funding? If this is the case, you will want to have, along with your statement of need, a plan for obtaining additional sources of funds.

Identify Responsible Persons

It is important to identify the person(s) who will be responsible for securing funds to meet those needs. Perhaps this is the administrative staff of your agency or maybe an administrative board given the task of securing funds with which the staff can carry out the program. Or you can consider the possibility of using a volunteer group or maybe the task is of such size that it requires the services of a professional fund raiser.

Identify Available Resources

With someone securely at the head of your fund raising campaign, examine your potential resources to assist in the process. Begin with those who already have an affiliation with your agency or school and a commitment to its long-range goals. Work from this nucleus outward, turning to your community at large to survey its resources most carefully. While few rural communities have professional fund raisers in their midst, make sure not to overlook the development office of a nearby college, private school, or hospital. Every community has its financial experts, its bankers and accountants, who can review your financial plan to see if it is feasible.

Establish a Philosophical Base for Activities

Your fund raising campaign will carry both explicit and implicit messages about your program. Give careful consideration to the implicit message which, conveyed through your fund raising activities themselves, will tell the community something about yourself and your program. Consider carefully the reactions that those messages are likely to provoke. Keep in mind your community and its values, as well as the values of your agency.

Choose Targets

One of the advantages of carrying out a fund raising campaign in a rural area is the relative ease with which local targets can be identified. The information you will need to collect before selecting your targets will either be common knowledge or easily obtained through the ready network of information-sharing that exists in small towns and communities. Consider all local sources of funds, both public and private, which may be available to you. As a general starting point, consider:

1. Public agencies and their boards
2. Private agencies
3. Civic groups
4. Church groups
5. Corporations
6. Individuals
7. Foundations

Collect Information About Targets

In approaching any of the above sources for funding, you will want to have done a great deal of background work and know a great deal about your targets.

1. Understand the defined role and philosophy of the group or agency.
2. Understand their budgets.
3. Look into tneir history.
4. Know the current trend and demands.
5. Be aware of the timelines.
6. Understand the leadership and influence structure.

Public Relations

The material that you develop to use in a local campaign of fund raising should be appropriate to your audience, even if this means developing more than one kind of presentation letter or brochure. For that reason, the one-to-one contact remains the most effective way of selling your program. In approaching prospective donors, have a contact person, a friend or business associate make an appointment for a personal visit

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by someone knowledgeable and enthusiastic about the program. Time and numbers, however, make this approach impractical for all but your largest potential givers.

Whatever method you use to carry your message to your community, there are a few solid principles to govern your campaign. First, the best public relations program is began long before a fund raising campaign. It is a continuous effort. Second, your message should be educational, stated in terms appropriate to your audience, carrying clearly to your audience who you are, what you hope to accomplish, and how much money you need to do it. It should establish your credibility, individually as a professional, and collectively, as an agency. In addition, to establish the need for services your message should cite the benefits of such services, using national research results, evaluation material from your own program, a case study, or parent testimony. Your public relations materials should describe, as specifically as possible, what you hope to accomplish. Your message should be stated in terms appropriate to each audience.

The Great Event

No exception, all of the same principles already discussed--the planning, selection of target groups, selection of personnel, supervision of volunteers, dissemination of public relations materials--apply when you carry off the great event. The more people you involve, the greater the subsequent commitment to your program, so plan events that are varied, involving a broad cross section of your community.

The opportunities for the great event are endless! They all share a certain wholesome, down-home quality which makes them family affairs, contributing to your image as an agency which cares about parents and children. They are inclusive, rather than exclusive. Although like the auction, they have the potential of being big money makers with items that may sell for hundreds, even thousands of dollars, the cost of participation need not be high. Parents and children can enjoy the fun for the cost of lemonade or a cupcake.

Evaluate the Success of Your Fund Raising Effort

Measuring results against stated goals is a process educators understand and which can be applied to our fund raising efforts. A written evaluation report provides a data base which can be used for revising approaches and for future planning. Factors you should consider are:

- --amount of money raised in relation to your goal
- --amount of money spent in fund raising
- --staff time spent
- --feedback from volunteers and participants about the efficiency and effectiveness of strategies.

Securing Funds: A State Perspective (Weil)

Being successful at receiving state funds has a great deal to do with knowing where the state funds are. This requires that a project director become familiar with the state's administrative structure. Which are the state agencies which are the most likely to support services for young handicapped children? How are these agencies organized?

Divisions? Bureaus? Who are the people who have control at these various levels? Development of a simple organizational chart with this information was recommended. It is also helpful if a project, its director and staff become known and respected in the state. Serving on state committees or councils is a way to gain visability with funding decision-makers. It was suggested that project directors volunteer to the governor's office or to heads of state agencies to serve on committees that are appropriate such as the state Developmental Disabilities Council. Also advised was reading a state paper regularly and becoming familiar with the state's economic situation, its tax policies and major issues besides services to handicapped children.

It was strongly recommended that projects diversify their funding sources. Directors should analyze the populations they are serving and seek funds for various categories of children. The manner in which the Washington County Children's Program in Maine received funds from the Maine Department of Human Services, the Department of Mental Health, and Bureau of Mental Retardation and the Department of Education was described. Funds from each state agency were targeted to somewhat different types of children. Rural programs, particularly, may serve a wide range of children because few programs exist in extremely rural locations. A project might be serving severely, moderately and mildly handicapped children; developmentally delayed children; abused and/or neglected children; and children who are "at risk" for each of these problems. Different rationales can be developed for serving each population. Proposals explaining each rationale may be appropriate for consideration by different parts of state government.

Some advantages of coordination were discussed. One of the major advantages can be the savings of money for those participating. The issues of turf and trust, as roadblocks to coordination, were acknowledged. Coordinating or sharing costs on very tangible items was suggested as a way to begin. Some of these might be office supplies, equipment, space, phone. More difficult cost sharing/coordination might include secretarial services, training activities, consultants, regular staff. Although not easy, the benefits of such coordination can be very great.

Coordination might take place with several different agencies or programs. The following were suggested: school systems, mental retardation programs, mental health programs, low income programs, Head Start, and health programs.

Private Funding Resources: A Perspective of 1980 and a Discussion of Selected Areas of Philanthropy (Moreau)

Program Description

This presentation provided participants with an understanding of the magnitude of private giving in the U.S.A. during 1980.

Information was presented regarding the sources of private funding and who the recipients of those funds are.

Specific information regarding the importance of research and getting to know your target investors prior to asking for anything was presented.

Information was presented on specific approach to be utilized in the solicitation of individuals, foundations, corporations and deferred giving situations. References regarding the above were included, as well as the role of the board of directors or advisory board and project staff.

This presentation was directed toward those who are non-professional development officers or most specifically, those who are presently involved with direct service administration and who have a need to broaden their funding bases from the private sector.

Specific Areas Addressed:

1. Magnitude of private giving in the U.S.A.
2. Who gives and who receives?
3. Individuals . . . approaches, tax incentives, etc.
4. Foundations . . . different types, current financial plight, etc., where to look and how to research.
5. Corporations . . . different forms of corporate support, approaches, how to research.
6. Deferred giving . . . living trusts . . . etc., how to go about it and importance of board participation.
7. Role of the Board of Directors & Staff . . . who does what?

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Topic: Rural Service Delivery Strategies That Work: A State Perspective

Presenters: Jane Weil, Director
Washington County Children's
Program Outreach Project
P.O. Box 311
Machias, Maine 04654

Damon Lamb, Director
Project FINIS
Williams Preschool
502 North 12th Avenue
Marshalltown, Iowa 50158

Maine's Interdepartmental Coordination Model (Weil)

The origin of the interdepartmental coordination model being developed in Maine was outlined. An organization in Maine which grew informally during 1975 and 1976, the Association for Young Children with Special Needs, took on an increasingly strong advocacy role. By submitting a bill to the Maine Legislature which would require services for handicapped children starting at birth, the Legislature was required to address this issue. The importance of this legislative involvement as a learning process for the parents and professionals who have had little legislative or political experience was stressed.

The Legislature's Committee on Education, which held hearings on the proposed bill, bargained with the key supporters of the bill. The Committee promised to get a "study order" passed by the full Legislature if the bill was withdrawn. The study order would require the Commissioners of the three key state agencies to report on their current services to young handicapped children and to make recommendations to the next session of the Legislature regarding the role of the state.

The supporters of the bill agreed to this compromise because, under the circumstances, it was the best they could do at the time. Requesting a study order is often the way to effectively kill a legislative issue.

It is important that interested supporters moniter the Commissioners of the three state agencies and their response to the study order. A very useful report was developed for the next legislative session. It clearly showed the lack of services and the inequities of available services. An interdepartmental plan was proposed to coordinate the existing services for 3-5 year old handicapped children and to use new funds to fill service gaps.

In its next session the Legislature passed a bill appropriating $150,000 state dollars for three pilot sites in the state. These sites were to develop and demonstrate interdepartmental coordination in local communities.

The model was briefly described and an update on the development of this process in Maine was presented. The Legislature appropriated funds for four more sites and changed its reference to them as "pilot" sites. The seven sites are now referred to as programs and seem relatively secure. It is hoped that Maine's 3-5 year old handicapped children will eventually be served by 16-18 sites and that there will be a downward extension of the age.

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Iowa's Area Education Agencies (Lamb)

Provision of special education instructional and support services in rural areas requires a delivery model which integrates and coordinates resources of local education agencies. A statewide organizational model which utilizes intermediate agencies in provision of support and instructional services to special needs children exists in Iowa. Fifteen area education agencies exist as intermediate agencies between the State Education Agency (Department of Public Instruction) and local education agencies. As intermediate units, the area agencies coordinate special education instructional and support services.

Presented during this session was a model for service delivery developed by one of Iowa's fifteen intermediate units. The model for service delivery developed by Area Education Agency #6 reflects a management by objectives approach. Special Education Division goals are identified in five areas of operation. These areas are:

1) Management system
2) Special education delivery system
3) Evaluation system
4) Personnel development, and
5) Planning and research.

All activities of the Special Education Division stem from these five over-riding goals. Division goals are developed for a two year period and are included in the State Plan submitted to the Department of Public Instruction. Objectives are developed from the goal statements on a yearly basis. Following development of division goals and objectives, departmental (e.g. psychology, social work) objectives are developed. Departmental objectives describe projected activities designed to accomplish division goals and objectives and are written in the form of discipline specific handbooks. From departmental objectives, each staff member develops individual goals and objectives. Again, individual objectives are developed to facilitate achievement of division goals and objectives.

Preparation of the special education division budget utilizes a zero-based budgeting procedure. Zero-based budgeting as an activity falls under the division goal area of management and erases the traditional budget building approach which generally adds an increment to the current budget as a means of building a new one. It requires that each department start each year at the zero level of funds. Departmental staff then develop decision units which are defined as the general goal areas of a department. Decision units include priority statements of what will happen. For each decision unit, decision packages are developed. Decision packages are defined as the collection of activities necessary to achieve expected results for each decision unit. For each decision unit, three decision packages are required. Decision packages are written at maintenance, increase, and decrease levels. Decision packages also include statements of desired results. Decision units identified by the special education division of Area Education Agency #6 include:

1) Management
2) Special education delivery system

3) Staff development
4) Evaluation, and
5) Planning/research.

The decision unit for the special education delivery system is subdivided into the following major decision units:

1) Identification
2) Assessment and verification
3) Placement and intervention, and
4) Review and follow-up.

Each department then prioritizes their decision packages in all areas. Division goals are then drawn from departmental priorities.

The service delivery model developed by Area Education Agency #6 sets forth specific procedures and guidelines at each step in the flow of services. Seventeen steps are identified in the special education child study intervention sub-system:

1. Identification
2. Level I Pre-Referral
3. Assignment of Refined Identification Team
4. Refined Identification
5. Refined Identification Conference
6. Disposition of Refined Identification
7. Indirect Services
8. Level II Referral
9. Team Evaluation
10. Verification of Needs
11. Selection of Intervention Alternatives
12. Completion and Implementation of IEP
13. Program Monitoring
14. Review Procedures
15. Re-Evaluation
16. Dismissal, and
17. Follow-up.

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Topic: Recruiting Personnel For Rural Areas

Presenters: Doris Helge, Director
National Rural Project
Murray State University
Murray, Kentucky 42071

Glendon Casto, Director
Affiliated Exceptional Child Center
Utah State University
Logan, Utah 84322

Strategies for Personnel Recruitment and Retention (Helge)

Personnel Recruitment and Retention - A National Problem

Problems in recruiting and retaining special education and related services staff in rural areas have been verified by two studies of the National Rural Research and Personnel Preparation Project (NRP). A 1978-79 study involving research in 19 state education agencies discerned that 94% of all participating states experienced severe difficulties recruiting and retaining personnel to serve rural handicapped children (Helge, 1981).

A 1980 NRP study involved 75 school districts and cooperatives in 17 states in an effort to compare rural service delivery systems before and after implementation of PL 94-142. Areas reported to be most problematic for rural local education agencies (LEA's) and cooperatives were recruiting and retaining professional staff. Almost two-thirds (64%) of all respondents reported recruitment problems and almost one-half (48%) reported retention problems as critical areas of difficulty (Helge, 1980).

Successful Recruitment Strategies

Effective recruitment strategies for rural areas have four main components: (1) the use of intrinsic motivators, (2) consideration of local cultural norms, (3) tapping individualized "hot buttons," and (4) selling one's district. These strategies are briefly discussed below. A complete copy of an NRP report on this subject is available upon request.

Appealing to intrinsic versus extrinsic motivations. Many recruitment efforts concentrate on extrinsic motivations such as salary level, attractive facilities, and the availability of equipment. Most appeals of that type are relatively low on Maslow's Hierarchy of Needs. Although sometimes it is essential for a recruiter to address lower levels of Maslow's Hierarchy (e.g., providing housing in rural areas where housing would not otherwise be available), professional literature indicates that recruiters should primarily address different aspects of motivation such as illustrated in Figure 1 below.

Figure 1

Maslow's Need Areas	Sample Recruitment Foci
Social Needs (e.g., love, affection, and recognition)	Friendliness of small communities Potential for status available in the prospective community

Figure 1 (Cont.)

Maslow's Need Areas	Sample Recruitment Foci
Self-Esteem Needs	Flexible programming to work in one's own interest area Small enrollments facilitating individual attention to students District foci on quality education programs
Self-Actualization Needs	Administrative support for professional growth and development Peer support environments Professional growth opportunities Any special self-development opportunities available such as proximities to professional libraries or extended universities

Consideration of local cultural norms. The 1978-79 NRP study found tremendous resistance to change in rural areas (88% of all states involved in the study) and suspicion of outside interference (72% of all states involved).

Careful screening of potential staff members who are unfamiliar with rural areas and certain types of rural subcultures should occur to determine their interests, aptitudes, and personal goals and to evaluate them with regard to compatibility with those at the local area. Adept rural administrators have realized the value of balancing their established staff with residents who understand their particular subculture and with newcomers who can offer unique cultural perspectives. Some administrators have employed informal checklists when interviewing persons external to their community.

Tapping individualized "hot buttons." Interviewers interested in hiring persons not indigenous to the rural area would want to identify individualized needs and motivations of interviewees in ways consistent with Maslow's Hierarchy. An example follows regarding the "hot button" of status.

Some administrators have called institutions of higher education and requested names of the highest ranking graduates in the field in which personnel were needed. Prospective employers then called the recommended graduates, explaining their penchant for quality and why they were interested in that particular graduate.

Selling one's district. The most effective recruitment techniques will exploit all resources of rural areas to the maximum extent possible. A skillful recruiter will attempt to convert adverse circumstances into assets wherever possible before, during, and after recruitment interviews. In an interview situation, this could mean selling the challenge of working in a community in which children are predominantly of low socioeconomic backgrounds (thus addressing the self-esteem or self-actualization levels of Maslow's Hierarchy).

Recruitment Resources Available at the National Level

A National Personnel Needs Data Bank was initiated in 1980 by the NRP. The NRP maintains an informal exchange for rural school districts attempting to locate qualified special education personnel and support personnel interested in working in rural and remote areas. Listings of position openings are periodically featured in special editions of the NRP national newsletters; and position listings are also maintained in the offices of NRP for persons calling regarding such positions. During 1981, the NRP also began to maintain listings of districts interested in teacher exchanges.

Factors Influencing Retention of Professional Staff in Rural Areas (Casto)

Once a person is recruited for a position in a rural area, two factors come into play that have important influence on a person's longevity in that position. Broadly stated, these factors include job-related influences and factors related to the local environment.

Influences Related to the Job

Satisfaction with defined duties. Most job-related influences can be altered. The important thing is to collect data at each local project level that pinpoints sources of job dissatisfaction. Then, remedial steps can be taken. The assessment of job satisfaction levels of employees on a formal or informal basis can lead to job-related improvements which dramatically increase job satisfaction.

Physical environment in which work is conducted. Numerous studies have reported on the effects of various facilities on worker productivity and satisfaction. Satisfaction with improved physical environment results in improvements in overall job satisfaction ratings. Many early special education programs are located in unwanted and unused facilities. An ugly or overcrowded facility can have a depressing effect on both children and staff.

Salaries and fringe benefits. Most rural personnel suffer from being overworked and underpaid. This situation persists despite the fact that surveys such as Needle, Griffin & Svendsen (1980) demonstrate the importance of salaries and fringe benefits to rural professionals. If sufficient monies do not exist to pay competitive salaries, then considering alternative service delivery strategies might be feasible, these include hiring fewer persons at a professional level at competitive salaries and hiring more paraprofessionals.

Relationships with supervisors and co-workers. Peer and supervisory support may help alleviate job stress in difficult situations and assist in retaining personnel. This help may be in the form of information to assist with unusual problems, in addition to the provision of emotional support (Daley, 1979). Supervisors and peers also provide most of the reinforcement. When that reinforcement is adequate, job satisfaction is rated higher. Supervisors allowing their employees to use their discretion concerning sick and annual leave can help alleviate job stress and help retain employees.

Reinforcement from students or clients. This relates closely to the severity of client problems. The most severely impaired clients are usually the most difficult because of their slow response to treatment. It may be frustrating to wait weeks and sometimes months for noticeable improvement. It has been suggested that this problem may be alleviated by arranging for all staff members to share the caseload and also to rotate the more difficult clients repeatedly. One of the unique problems of the rural area professional staff is that it is usually small, so efforts toward rotating clients must be carefully planned.

Availability of support services. Another job-related factor that contributes to higher retention rates is the availability of support services. Again, if rural personnel have access to direct communication with technical assistance personnel, they are less likely to feel isolated and alone. WATS line communication channels can be set up and dedicated closed-circuit television can be utilized to transmit training and technical information. Other support system services contributing to the retention of rural personnel are information dissemination systems, access to some type of technical assistance, and access to regional and national conferences.

Staff development and in-service training activities. Another job-related factor that contributes to higher retention rates is improved staff development and in-service training capability. Many times, staff members in rural settings are isolated from professionals in the field. To maintain and improve their skill levels, individual training plans should be developed for every individual in an organization. These plans should be individualized, but they may contain both individual and group training activities.

Influences Related to the Local Environment

Cultural and recreational opportunities. To the extent that a worker's cultural and recreational interests match those available in the rural environment he/she is more likely to remain in that environment. When there is a clear mismatch, some adjustment must occur or the worker is not likely to remain. Tucker (1970) has advocated that workers take an inventory of their own cultural and recreational interests, take an inventory of those available in the local culture, and then develop an individual plan of action to maximize their cultural and recreational opportunities. In some cases, substitutions can be made, i.e., water skiiing for snow skiiing. In other cases, trips outside may be planned to meet cultural or recreational needs.

Acceptance by members of rural communities. Many rural communities view outsiders with suspicion and mistrust. Being alienated from community life results in increased stress and reduced productivity. This alienation may occur because the community is slow to accept outsiders, or it may occur because the outsider is culturally arrogant and tends to belittle the local community. In either case, acceptance may be gained by showing genuine interest in community life and reacting positively to the community.

Acceptance of local geography and climate. Geographic and climatic differences exist in rural areas which can be taken in stride or which pose serious problems. Acceptance of such variations is part of the characteristics of those service providers who tend to remain in rural areas.

Conclusion

The cost of replacing rural professionals who leave positions after a short time has never been calculated. If such costs could be ascertained, they would be staggering. This is one of the critical factors in rural service delivery that must be foremost in our minds. When recruiting a staff, we must direct our attention to recruiting those professionals most likely to remain in rural areas and then take all possible measures to ensure their job longevity.

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Topic: Issues and Practices in Parent Involvement

Presenters:

Dale Gentry
Chairperson
Department of Special Education
College of Education
University of Idaho
Moscow, Idaho 83843

Patricia L. Hutinger
Project Director
OUTREACH: Macomb 0-3 Regional Project
27 Horrabin Hall
Western Illinois University
Macomb, Illinois 61455

David Shearer
Program Administrator
Exceptional Child Center
UMC 68
Utah State University
Logan, Utah 84322

Session Overview

The session was designed to present some notions that are to be included in a Rural Network monograph related to parent participation in rural programs for young handicapped children. Presenters included content related to effective practices (Shearer), viewing parent involvement as working with adult learners (Hutinger), and the readiness of parents to become involved with an early intervention program (Gentry).

Parents' Readiness for Participation in Early Intervention Programs (Gentry)

The necessity of parental participation in early intervention for children with special needs is based on a belief that parents know their child better than anyone else and that parents are their child's primary teacher. But it is essential to consider the readiness of parents of young handicapped children to become involved in various services to their children since there are often many factors working against such involvement. Both general involvement (in an early intervention program) and specific involvement (in working on a specific task) are considered together since the latter is clearly dependent on the former.

Parent readiness to participate can be defined as 1) motivation to become involved, 2) possession of adequate prerequisite knowledge, and 3) an ability to attend. Motivation, though it may be a fuzzy concept, is an important practical consideration in working with parents of handicapped children. Here it is used to refer to behavioral indicators that parents are willing to actively participate in their children's program. Perhaps every early educator has interacted with parents who cannot yet acknowledge that their child has a handicap, let alone become involved with that child in an early intervention program. Even after parents can accept their child's handicap, they may choose for a variety of reasons not to become involved in their child's program, even at a minimal level. Motivation, viewed as an important consideration prior to initiating a learning task, leads to the concept of readiness. Motivation to attend to and acquire new information related to educational programming can be overwhelming if parents are still enveloped by grief reactions to their child's diagnosis.

The parents' emotional state is an integral component of the factors related to readiness. Elements of the readiness factor are also impacted by characteristics of a rural community such as isolation, transportation problems, independence, and staff shortages. Finally, prerequisite knowledge which may enhance readiness can include an understanding of the importance of parent participation, assessment information, ongoing data showing child change through successful programming, and specifics describing a particular handicapping condition.

Parent readiness can be encouraged by an understanding of the varying responses a family may experience. The effective use of communication tools can assist early education staff in their task of exchanging information with families and attempting to assess readiness.

Participation options, depending upon the parents' degree of readiness, will vary, depending upon the family's needs. Assisting with transportation, circulating a newsletter, attending meetings, or organizing meetings, seeking political or financial aid for the program, assisting in the classroom (if one is available), or assisting with assessment are all examples of the numerous involvement opportunities. Parents may also be involved in conducting home programs with their child. When the program is home based, parents participate actively in the home visit. The success rate for involvement in each of these endeavors will be increased if the parent has had the time and encouragement to develop a readiness for participation.

Effective Practices in Parent Involvement (Shearer)

In the field of early childhood education for the handicapped, it has become widely accepted that we must in fact involve parents if we expect the children we serve to maintain the gains that they experience through earlier intervention. And for a session with this topic of issues and practices in parent involvement, it is good to review why we feel we need to involve parents in their child's early childhood education.

Rationale for Parent Involvement

1. The Child's First Teacher: Parents are their child's first teacher. They are the first adults to interact with the infant and they are the ones who begin to teach the child skills in the home.

2. Parents Know Their Child Best: The parents will always know what their child's best learning styles are, what the best reinforcements for them are and what their child is ready to learn better than any other person.

3. Caretaking Responsibility: Another reason for involving parents is that parents will have the responsibility for taking care of their handicapped child for a much longer period of time than parents of normal children. Therefore, it is important that they acquire skills in teaching their child.

4. Provides Functional Learning: Involvement of parents in the planning and implementation of curriculum of a preschool child and implementing that into the home insures that what the child is learning is, in fact, appropriate and functional to that child's development.

5. Minimizes Transfer of Learning Problems: Involving parents directly with the child's education minimizes the difficulty of attempting to transfer what the child has learned in the classroom back to the home where what has been learned is used in a practical environment.

6. Preventative Function: Involving parents in the child's education and providing parents with teaching skills help to insure that the parents can transfer those skills to other siblings and future siblings in the home.

7. Assess Parent/Child Interaction: Involving parents in the program provides the teacher with an opportunity to observe how the parents and child interact, which will indicate to the teacher the best approach in involving the parents with their child's education.

8. Documented Effectiveness: Parents serve as very good evaluators of program in that they can see the results on a daily basis in the home.

As we have worked with parents in the Portage Project over the years we have come up with a few helpful hints on How To Work With Parents:

1. Model for the parents; show them what to do and how to do it. Parents do not often think of themselves as teachers of their own children, and, therefore, they have not had much practice in conducting very specific educational activities and reinforcement techniques with their child. As a result, it is important not to only describe what should be done with the child, but to model for the parents.

2. Have parents practice teaching the activity in front of you. This is one step that we find to be lacking 90% of the time in those programs that have difficulty in involving parents. Parents will nod their heads yes and sincerely feel they understand what the teaching technique will be for a particular activity. Nevertheless, when asked to perform that activity it is often times discovered that they did not fully understand how to present the activity, how to reinforce the activity and/or how to record that activity.

3. Reinforce the parents. Tell them when they are teaching correctly. As stated earlier, parents do not often think of themselves as teachers of their children. Therefore, when practicing an activity in front of another adult it often times is intimidating and therefore parents seem inhibited in role playing for a teacher. Thus the parents need to be told how well they are doing, that they really did a good job with their child.

4. Individualize for parents. We, as educators, have learned over the years that all children are different and so we need to individualize our curriculum for each child. But we have often lost sight of the fact that parents are different too and therefore we need to individualize our teaching techniques with parents based on what they understand,

what their present teaching skills are and how willing they are to teach their own children.

5. Involve parents in planning goals. Parents are much more likely to initiate and continue to implement curriculum if they have had an opportunity to assist in curriculum planning.

And finally here are some Ideas for Motivating Parents:

1. Establish responsibilities at the beginning.
   a) Plan a parent orientation.
   b) Discuss and sign a written agreement.

2. Have a thorough knowledge of your program model and curriculum to assist you in conveying confidence and enthusiasm.

3. Educate parents concerning your need for their participation.
   - They know their child best.
   - They have taught the child all he/she already knows.
   - They can teach without the home teacher, but the home teacher cannot teach without them.
   - Emphasize the importance of classroom/home follow through.

4. Show confidence in your parents. Help them believe in themselves as teachers.

5. Utilize the parents' skills, talents and interests. Ask parents additional ways in which they would like to participate.

6. Start slowly; parents don't view themselves as teachers.
   - Use activities on which the parents want to work.
   - Reinforce parents for the teaching they do well.
   - Plan activities with which the parents and child can be successful, particularly during the first week.
   - Model all activities for parents and then let the parents model them back.

7. Get an involved parent interacting with an inactive parent.

8. Promote socialization among parents as a reward for participation.

9. Give special recognition to active parents.

Parents As Adult Learners (Hutinger)

Planning for effective parent involvement can be enhanced by viewing the parent as an adult learner, a conceptual approach used by those in continuing education. Service delivery staff are so accustomed to planning programs for children that they sometimes use similar approaches for working with parents. Techniques that are effective with very young handicapped children are seldom appropriate for adults. Service personnel who are adept in identifying and programming for developmental differences in young children frequently have not been trained to work with developmental differences in adults.

Application of theoretical approaches used in continuing education related to adult learners leads to a perspective on parent involvement that is somewhat different from the usual activities used by various successful programs. Viewing parents as adult learners provides a framework to use in decision-making for both planning and carrying out a variety of procedures to implement parents' participation in their children's programs.

The adult comes into an educational program, says Knowles (1978), largely because he or she is experiencing some inadequacy in coping with current life problems. It is likely that this is the situation the parents of the handicapped child experience during and after the time they make the decision to participate in an early intervention program. Knowles says of the adult learner, "He wants to apply tomorrow what he learns today, so his time perspective is one of immediacy of application." (1978, p.58). Surely this describes the needs of many parents of handicapped children.

Knowles points out that use of a problem orientation has important implications related to organization of curricula and learning experiences for adult learners. If this is true, then a relevant curriculum for parents must be organized around the problem areas that the adults themselves see as problems.

Another of Knowles' assumptions is that as a person grows and matures his/her self-concept moves from one of total dependency (in infancy) to increasing self-directedness. Maintaining that the point at which the individual achieves a self-concept of essential self-direction is the point where an individual psychologically becomes an adult, Knowles notes a critical juncture. At this point, the individual develops a deep psychological need to be perceived by others as being self-directed. When the parent finds him/herself in a situation where he/she is not allowed to be self-directing, the adult experiences tension between the situation and his/her self-concept.

The reservoir of experience accumulated by the adult (parent) is at the same time a rich resource for learning and a broad base upon which to relate new learning. If parent involvement is to be successful, there should be decreasing emphasis on traditional teaching transmittal techniques and increasing emphasis on experiental techniques which "tap the experience of the learners and involve them in analyzing their experience, " (Knowles, 1978, p.56). Application of this assumption to practice in parent involvement would suggest that the use of lectures, canned audio-visual presentations and assigned reading are much less appropriate than discussion, hands-on experience, simulation, field experience, and other action-learning techniques.

Knowles outlines a set of characteristics of learning which have been adopted for parent involvement experiences by changing the word "learners" to "parents". The list follows:

1. Parents feel a need to learn.
2. The learning environment is characterized by physical comfort, mutual respect and trust, mutual helpfulness, freedom of expression, and acceptance of differences.
3. Parents perceive the goals of the learning experience to be their goals.
4. Parents accept a share of the responsibility for planning and operating a learning experience, so they then have a feeling of commitment toward it.

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5. Parents participate actively in the learning process.
6. The learning process is related to an makes use of the experience of the learners.
7. Parents have a sense of progress toward their goals.

(Knowles, 1978, pp.78, 79)

REFERENCE

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Topic: Interagency Coordination: Small Group Discussion

Presenters:

Steve Threet
College of Human Development
and Learning
Department of Special Education
Murray State University
Murray, Kentucky 42071

Mary Morse
MICE Project
RFD #4, Box 90
Concord, NH 03301

Marilyn Johnson, Director
Parent Involvement Program
United Cerebral Palsy Assn. of New York
Southern Tier Division
231 Roberts Building
Jamestown, New York 14701

This session entailed a small group discussion centered on interagency coordination at the local level. The format was a problem solving one in which mutual problems were listed and group solutions were shared. Mary Morse, MICE Project, Concord, New Hampshire; Marilyn Johnson, Parent Involvement Program, Jamestown, New York; and Steve Threet, Murray State University, Murray, Kentucky facilitated the session, providing successful coordinating strategies that had been utilized by their projects. Problems discussed included turf guarding, communication breakdowns, legal restraints, and program overlap.

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Topic: Rural Transportation: A Problem Solving Session

Moderator: Jamie Tucker
Resources Developer
Region VI Resources Access Project
1209 West 12th
Austin, Texas 78703

Transportation continues to be a major problem for professionals involved in service delivery to handicapped children in rural areas of America. Realities such as long distances, isolated families, inadequate funding, scarcity of services, and problems with service delivery vehicles have forced rural service providers to seek other means of reaching rural families. This small group problem-solving session addressed three approaches that offer possibilities for dealing with the transportation situation.

Jimmye Gowling, from Project: SEARCH, Silsbee, Texas, discussed the use of a mobile van in service delivery to handicapped children in Silsbee. Project: SEARCH has experienced a great deal of success in utilizing a mobile van and Ms. Gowling shared practical information concerning acquisition, problems, successes, cost, upkeep, and other data relative to use of the van.

Marilyn Johnson, from the Parent Involvement Program, Jamestown, New York, offered an innovative strategy for securing funds. Her program is experimenting with the idea of petitioning Family Court for transportation money. Ms. Johnson also shared some concerns relative to additional insurance for staff who must transport families.

The S-E-Kan Project in Parsons, Kansas has been successful in leasing cars for rural staff to drive. Ms. Lee Snyder-McClean shared strategies involved in this approach which relieves the service provider of having to use his/her personal car to reach families.

Following a brief presentation by each participant, the audience engaged in a sharing discussion and question period regarding problems and possible solutions to transportation problems. Although no definitive solutions were reached. participants in the small group problem solving session were stimulated to tackle their transportation problems again. Many left with the feeling that, although the problems are complex and difficult, other projects are facing them, too, and that by sharing ideas, success, and failures, solutions can be found.

Topic: Networks: Building on the Rural Self-Help Tradition

Presenter: Stephen R. Wilson
Network Coordinator
Rural Coalition
Washington, D.C.

The problems confronted when delivering educational services to rural handicapped children are common to the delivery of any human services program in rural communities: lack of political and institutional sensitivity, difficulties in recruitment and retention of technical professionals, inadequate densities of needy populations and insufficient financial bases for payment of services tied to increased costs for facilities and transportation. Public awareness and readiness to react and act on any particular issue are mitigated against by the absence of communication systems and the overwhelming dilemma of rural life.

All of these problems are now exacerbated by the threatened and real reduction in federal support for human services, and the discussions of decreased vigilence and regulation that we have established to protect special populations like handicapped children.

HCEEP and all rural advocate and support organizations have the trifold challenge of increasing impact with decreasing resources; utilizing political persuasion while maintaining professional leadership; and sustaining community support while their very actions are likely to expand the demands of rural communities for their services.

To be most effective, a network has to be both well-defined and flexible. Rural networks must always have a local, regional, state and national presence in order to be most effective. This is not easily accomplished. Many long-established organizations that have built their networks from bottom up to top down now realize tremendous resources required, and the sometimes questionable effectiveness of their single issue initiatives.

These groups now see the benefit of becoming a coalition on fundamental values for improved lifestyles for rural communities. Some organizations serve only the poor or only farmers, or only use their efforts to increase adequate health care. But with a shared agenda and joint actions, much more can be accomplished for each of the special populations of concern.

My strongest recommendation is that while you work to overcome professional bias, disproportionate allocation of resources, institutional jealousy and turf-dispute within your own discipline, you also look for other rural allies.

Other rural groups, and national organizations that represent chiefly rural areas, or in some part speak to rural concerns, need to hear your voice. In this way the work of HCEEP is placed on the agenda of other networks as well. The progression is geometric, and the tactical exchange that occurs between representative community organizers and other leaders is essential to creative and effective solutions to our long-term problems.

More specifically, now that the distribution of resources is shifted down from the federal to state level, increased scrutiny of state allocations is critical. Within your state organizations, you may wish to coalesce with other human service organizations and form a monitoring and advocacy committee. The size of any one special population may not be politically impactful. But when joined by a statewide organization, that population's needs are more likely to be addressed by the state legislature and governor's office.

Efforts such as new coalitions require additional personal and financial expenditures from organizations with limited resources. Recent events, more than any time before, would indicate that no institution, particularly government, can be relied on to meet the needs of rural people. Therefore, the responsibility for progressive change lies within the community and the individuals concerned. We should re-evaluate the important uses of public information and the promotion of volunteerism and how these campaigns served in the struggle for public accommodations, women's and Black suffrage, and the existing policies for handicapped education.

Returning to these techniques, refining them in ways that are appealing to a broad cross-section of people is the key to the establishment of a network that meets the three challenges I mentioned earlier.

Volunteers, linked with professionals based in rural areas, can provide a link with the public at-large, and access local resources for promotion and education. We have done a poor job of marketing the benefits of human service programs. The concern and responsiveness of the public has been taken for granted. The results of our inattention helped support the swing in public consciousness reflected in the support for the new Administration's policies.

HCEEP's proposed state and sub-state chapters can be ably augmented by action committees and individual volunteers made up of parents of handicapped children, retirees and other interested citizens.

Workshopping, and public information campaigns with these volunteers and HCEEP members can result in: increased media coverage of beneficial programs; positive change in institutional and political sensitivity; monitoring; and making an impact on resource allocations by state and local agencies. Further, with such campaigns you derive an analysis of public interest and involve other groups and organizations interested in rural human service delivery.

It is expensive and difficult to obtain trainers and to conduct large meetings, but this is not necessary for the implementation of my recommendations. Linkage with other established advocacy organizations provides a deep well of experienced people who are capable in every area of volunteerism and public information. Locally, progressive media personalities, schools of journalism and communication can be tapped for expertise in the development of information programs.

Each training initiative should be focused on "how to" rather than "what is" in order that time is most efficiently utilized, and participants leave with strategies that can be implemented, and tied to the overall initiative of HCEEP or the coalition efforts of the network.

It is my belief that building on such foundations is the longest and hardest route, but it is the most successful and long-term approach to the promotion of social change and the provision of needed services for all handicapped children.

Additionally, and most importantly, such organization provides the only real clout remaining to special interest organizations. An identifiable constituency that can be mobilized is the fuel that powers the political system. With a return to state control, local officials, state legislators and governors become equally, if not more, attentive to your area or specialized population, than federal officials elected from your area have been. It is with an organized constituency that you can make an important impact on such political systems.

Lastly, it is most important to dig deep to support your own and other human service organizations. If you are employed in a social service field, or your agency receives funds that are allocated to or protected by a network such as HCEEP, it should be able to contribute 1% of salaries or budget to such efforts. Some thought should be given to whether the remaining 99% would be available or will remain available without the efforts of HCEEP and other organizations.

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HCEEP RURAL WORKSHOP EVALUATION

Evaluation Report

HCEEP Rural Network
Second Annual Workshop

Sheraton Century Center
Oklahoma City, Oklahoma
June 10-12, 1981

Upon the conclusion of the Second Annual Rural Workshop, participants were requested to complete an evaluation questionnaire. Fifty-five individuals from 21 states representing 45 different agencies, governmental offices or special projects attended the workshop. Thirty-three of the workshop's 55 participants completed the questionnaire. (See Appendix A). Respondents described their overall satisfaction with the meeting and rated the extent to which each workshop purpose was met. Sessions were evaluated in terms of quality and usefulness. Open-ended questions assessed the strengths and weaknesses of the meeting, interest in future rural workshops and interest in the development of regional networks. Additional comments concerning the value of the meeting, and comments on the location, organization and accommodations were elicited. Respondents were also asked to indicate their professional affiliation. Table 1 reflects this breakdown.

TABLE 1

Professional Affiliation	N
HCEEP Demonstration Project (East)	4
HCEEP Demonstration Project (West)	6
HCEEP Outreach Project (East)	2
HCEEP Outreach Project (West)	6
SIG	4
TA/OSE	1
Former HCEEP Project	2
Other (please specify)	2
Individuals who specified their professional affiliation were:	
University Instructor	1
Private consultant	2
Educational cooperative	2
Regional laboratory	1
Total	33

Overall Satisfaction: Participants rated their overall satisfaction with the workshop on a 7-point scale, with 7 as the highest rating. The mean, based on 33 responses, was 5.86. This positive rating indicates that the workshop provided a very satisfactory experience for the participants.

Purposes of Workshop Achieved. Participant responses suggest that all workshop purposes were well achieved (See Table 2). The workshop's purpose "to encourage both mutual development of solutions to common problems and the building of regional networks" received the most positive rating.

Table 2

Workshop Purpose	N	Mean
A. To provide a forum for communication among rural projects.	33	6.36
B. To allow projects to share successful practices.	33	5.92
C. To encourage both mutual development of solutions to common problems and the building of regional networks.	33	6.12
D. To strengthen the HCEEP rural network and to encourage the development of regional networks.	33	6.40

NOTE: Ratings on a 7-point scale, with 7 being the most positive.

Quality and Usefulness of Sessions. Sessions addressing 16 topics of interest were rated for their quality and usefulness. As can be seen in Table 3, participants gave the majority of presentations positive ratings. The means for both quality and usefulness of 11 sessions were above 5.0 on a 7-point scale. "Staff Training for Rural Personnel", "Securing Funds" and the closing speaker received particularly high ratings in both areas. In general, the ratings imply that the sessions were well presented and that their content was appropriate in terms of its usefulness and applicability for participants.

TABLE 3

SESSION	QUALITY N	QUALITY MEAN	USEFULNESS N	USEFULNESS MEAN
1. Opening Speaker	20	5.5	18	5.66
2. Keynote Speaker	30	5.03	27	4.85
3. Transition into Public Schools	13	5.84	12	5.75
4. Interagency Coordination: State Success Stories	8	5.5	8	5.5
5. Affecting Rural, State and Federal Policy	NO DATA AVAILABLE			
6. Rural Service Delivery Strategies That Work: Innovative Models	12	5.25	12	4.91
7. Staff Training for Rural Personnel	5	6.4	5	6.2
8. Securing Funds (3-Hour Workshop)	9	6.22	7	6.42
9. Rural Service Delivery Strategies That Work: A State Perspective	3	5.33	2	6
10. Recruiting Personnel for Rural Areas	8	6.25	8	6.12
11. Parent Involvement	6	5.83	6	6
12. Interagency Coordination: Discussion Group	6	5.83	5	5
13. Rural Transportation: Problem Solving Session	6	5.66	3	4.33
14. Networks Networks: Building on the Rural Self-help Tradition	24	3.79	23	3.95
15. Building Regional Networks: Regional Workshops	26	5.57	24	5.91
16. Closing Speaker	22	6.5	21	6.47

NOTE: Ratings on a 7-point scale, with 7 being the most positive

OPEN ENDED QUESTIONS

Narrative and quantitative responses were solicited for 10 questions. Those responses are summarized in the following paragraphs.

Question 1. What was the most positive part of the workshop for you?

- Meeting and interacting with other professionals involved in rural service delivery (9 participants provided this or a similar response).
- The closing speaker (5 participants provided this response).
- Information on service delivery models, interagency coordination (2 participants provided this response).
- The regional network meeting (3 participants provided this response).
- Conference planning and scheduling.
- The individual conference time I requested and received.
- The interest I saw being developed in incorporating other agencies besides HCEEP Projects in the preschool rural cause.
- The most useful aspect of this workshop was the atmosphere of mutual interest and support, the exchange of ideas both between individuals and in groups, and the mutual understanding of issues.

Question 2. In future HCEEP rural consortium meetings and activities, what topics and issues do you believe should be addressed?

Comments to this question were as follows:

- Continue to stress legislative involvement on public awareness as well as cooperation with schools and other agencies serving rural handicapped.
- Expand the definition of inter-agency coordination.
- Include information on fund raising, especially for private, non-profit agencies, provide more information on funding from corporations.
- Expand the network into agencies and programs outside of HCEEP network and public schools.
- Incorporate and/or expand the network to include minority/ethnic group representation.
- Continue with the development of interagency models and information on how to set them up.
- Concentrate on Personnel Preparation.

- Topics and issues should remain the same - but a higher level of expertise might make the workshop of this type more useful.

- Each meeting should include a session on the latest issues or changes, etc. which appear to be coming out of Washington, D.C.

- Information/ideas about how the network can work cooperatively and interface with other service system groups; how this can benefit both actual practices at the local level and policies at the state and federal level and, then develop a mechanism for implementation.

- Information regarding research methodology and program evaluation that is appropriate for rural service delivery.

- More "workshops", not presentations, on individual programs which are not very useful to other projects.

- Information on family treatment modes and about working with rural families with varying problems - low-economic households, handicapped parents, home programs, scheduling problems, etc.

- The network should maintain and expand directions presently underway.

- The sessions I attended dealt primarily with administrative and political issues or with dissemination (outreach) procedures. While these are all important, I would like to have seen a better balance of sessions which focus on the actual services delivered in rural areas, e.g. program organization, curricula, etc. and on the maintenance of quality programs in terms of content of staff training etc.

- One specific topic of concern to us is that of infant services in truly rural -- i.e., remote areas. Specifically, so much of an infant service program is usually built around medical care and services. However, the nearest neonatal unit in our area is a 2½ hour drive. How are other rural programs dealing with this problem?

- Broadening educational focus to include medical/social services perspective as they apply to rural service delivery.

- Administrative support for programs.

- Utilize parents as speakers.

Question 3. Do you feel this workshop was worth the time and effort you invested?

Twenty-nine respondents indicated that the workshop was worth the time and effort invested; two individuals responded negatively. A few respondents provided narrative comments which included positive statements about the quality of sessions, usefulness of information and the small size of the workshop. One respondent suggested that more time should have been alloted for "brain storming" among participants. An additional criticism was that session titles lacked specificity.

Question 4. Please indicate your overall satisfaction with this workshop.

EXTREMELY SATISFIED   Satisfied   Not at All Satisfied

7   6   5   4   3   2   1

As previously mentioned in this report, 52 respondents answered this question. The mean response was 5.86 on the 7 point scale.

Question 5. In your opinion, what was the weakest component for (or aspect) of this workshop?

A variety of responses were received and are listed below:

- Not knowing what the program agenda was until registration and not knowing about the continental breakfast.
- Not enough people, especially new (or less experienced project people), largely because of what such people could have gained from the conference.
- There wasn't enough time to pursue in depth the topics of interest.
- Getting behind schedule on occasion.
- The speaker at the closing luncheon.
- When talking about their own projects, speakers need to describe process and aspects which can be used elsewhere. "Show & Tell" about a specific project serving a specific group is interesting - but those from other parts of the country need to know things which they can use.
- Keynote and opening speaker.
- Rural emphasis sometimes lost in individual sessions, e.g. parent involvement.

Question 6. If you requested an individual consultation, was time allotted for it?

During the course of the workshop, participants were given an opportunity for individual consultations by request. Four participants indicated that they requested and received an individual consultation. All four stated that their individual consultation was helpful.

Question 7. Did the workshop serve to increase your interest in Rural Network?

Twenty-seven respondents chose to answer this question positively while two respondents indicated that the workshop did not increase their interest as their interest was high prior to the workshop. Comments to this question were as follows:

- It's nice to know that I'll have some place to turn for help as my project spreads to rural target areas.
- I'm new, so it "sparked" my interest. I now know that I'm not struggling alone and that my state is not struggling alone.

- Frequently I feel that few people are concerned with or interested in rural education. It is exciting to find other able professionals who choose to live and work in rural areas.

- I want to find out more about it.

- It increased my awareness and helped me to specify goals.

- I still feel the need for further clarification of purposes for Rural Network.

- I feel more comfortable about my understanding of the Rural Network's goals.

- I was not previously involved and now plan on it.

Question 8. Did the workshop serve to increase your interest in building a regional network in your particular geographical location?

Of the 29 responses received for this question, 26 indicated that the workshop did indeed increase their interest in building a regional network whereas 2 respondents said that it did not. One respondent was uncertain. Comments were as follows:

- I've included it in the dissemination plans of my project.

- I'm uncertain because of the many variables involved.

- If a core of "presenters" traveled around to regions, it would be less expensive. Also, this might open opportunities for development of regional talent.

- I have some feeling that we'd do better if we network on the basis of demographic variables such as economy, density of population and remoteness - rather than geographic location. With modern technology of travel and communication, physical distance seems the easiest to overcome.

- We already have a very good network within the state and in our particular area it would be a mistake to regionalize further. I feel this workshop should be kept at the national level at this time and move to facilitate cooperation of agencies within each state.

- Yes, travel, money, uniqueness of geographical areas.

Question 9. Do you think a series of regional rural workshops may be more useful than a national rural workshop?

Seventeen participants felt that a series of regional rural workshops might be more useful than a national rural workshop. Six respondents stated a preference for a national workshop and 3 individuals were undecided. Comments were as follows:

- If you can get enough people together.

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- National workshop is still small enough in numbers to allow individual discussion yet the broad - based program presented is more stimulating and provocative than what a regional workshop might offer.

- It would reduce travel distances (we're rural remember?). Involving more people in presenting from a region would make it more personal and would enhance the building bridges idea. We would also be able to bring in more than one representative from different agencies and broaden our base to include minority groups.

- Keep national workshop going annually, also.

- If the regional populations are tapped for awareness and expertise it would be successful.

- Yes and no - difficult to say since topics of importance may not be identical to each state in the various regions.

- We need both with somwhat different purposes.

- I'm not sure if regional should replace national. A regional workshop can have a deeper impact on implementing ideas, availability of quick and accessable support, etc. A national workshop has the advantage of larger exposure to other issues, larger group support and allows for planning for national issues, etc.

- Regional workshop would help to meet the constraints of travel.

- Yes, travel, money, uniqueness of geographical areas.

- Possibly, maybe a survey could be done early in the fall to get a "feel" for how many might come. We can probably all provide appropriate mailing lists.

Question 10. List any comments you would like to make concerning the workshop location, organization, time of meetings, accommodations, etc.

- Exceptionally well-organized workshop - very pleasant surrounds. As a newcomer, I appreciated the openess and hospitality of all the participants. Thanks.

- Marvelous hospitality and accommodations. Congrats to the local arrangements people (and to the Oklahoma City Chamber of Commerce.)!

- Excellent!

- Could the network avoid conferences being held in the ERA ratified states?

- Holding the workshop earlier in the year would have been more helpful.

- Good selection & planning for convention!

- Great accommodations and organization.

- Ok but expensive
- I appreciate all of the time and efforts which went into making this conference a success.
- Conference was small but those who came were commited and had valuable information to share.
- Well done in all respects.
- I wonder if more people could have come if it had been further east - but location in terms of hotel/activities was excellent.
- May want to consider that some people cannot come if we don't at least make interpreter services available.
- Well organized. Outside speakers not dynamic but gave us some good perspectives.

SUMMARY

It is evident from the analysis of both quantitative data and written comments that the Second Annual HCEEP Rural Network workshop was successful in promoting communication among individuals working with young, handicapped children in rural areas. Workshop evaluation results also attest to its effectiveness in stimulating interest in the development of regional networks.

Prepared by David Gilderman
WESTAR

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APPENDIX A: RURAL WORKSHOP AGENDA

HCEEP RURAL NETWORK
SECOND RURAL WORKSHOP

Sheraton Century Center
Oklahoma City, Oklahoma

June 10-12, 1981

AGENDA

June 10, Wednesday

5:00 PM - 8:00 PM	Registration Opening Speaker: Barbara Zang, State Network Coordinator, Children's Defense Fund, Washington, D.C. "Affecting State and Federal Policy" Cocktail Reception and Regional Social Hour

June 11, Thursday

8:00 AM - 8:30 AM	Late Registration
8:30 AM	Welcome and Network Update: Harris Gabel, Chairman Keynote Speaker: Everett Eddington, Director, ERIC-CRESS "Effective Change in Rural Schools and Communities"
10:00 AM	BREAK
10:30 AM	Concurrent Sessions: Transition into Public Schools: Workshop Patti Hutinger, Coordinator, Macomb, Illinois Wanda Black, Macomb, Illinois Marilyn Frank, Morgantown, West Virginia Interagency Coordination: State Success Stories Chris Bartlett, Maine Sharyl Gottschalk, South Dakota Affecting Rural State and Federal Policy: Discussion Group Barbara Zang, Washington, D.C.
12:00 Noon	LUNCH (On Your Own)
1:30 PM	Concurrent Sessions: Rural Service Delivery Strategies That Work: Innovative Models Jimmye Gowling, Silsbee, Texas Jim Pezzino, Missoula, Montana Staff Training for Rural Personnel Joyce Evans, Austin, Texas Diane Garner, Lubbock, Texas

June 11, Thursday

1:30 PM Concurrent Sessions (Continued):

Securing Funds - Three Hour Workshop
Sharon Kiefer, Coordinator, Lightfoot, Virginia
Part 1. Corinne Garland, Houston, Texas
Jane Weil, Machias, Maine
Part 2. Arthur Moreau, Peoria, Illinois

3:00 PM BREAK

3:30 PM Concurrent Sessions:

Securing Funds (Continued)

Rural Service Delivery Strategies That Work: A State Perspective
Jane Weil, Machias, Maine
Damon Lamb, Marshalltown, Iowa

Recruiting Personnel for Rural Areas
Doris Helge, Murray, Kentucky
Glen Casto, Logan, Utah

Issues and Practices in Parent Involvement
Dale Gentry, Coordinator, Moscow, Idaho
Patti Hutinger, Macomb, Illinois

June 12, Friday

8:00 AM Concurrent Sessions:

Interagency Coordination: Small Group Discussion
Steve Threet, Coordinator, Murray, Kentucky
Jamie Tucker, Lubbock, Texas
Mary Morse, Concord, New Hampshire
Marilyn Johnson, Jamestown, New York

Rural Transportation: A Problem Solving Session
Jamie Tucker, Moderator, Lubbock, Texas

9:00 AM Networks: Building on the Rural Self-Help Tradition
Steven Wilson, Network Developer, Rural Coalition, Washington, D.C.

10:15 AM BREAK

10:45 AM Workshops by Regions: Building Regional Networks

12:00 Noon LUNCH - Closing Speaker: Hon. Wes Watkins (D. Oklahoma)
Chairman, Congressional Rural Caucus

APPENDIX B: LIST OF RURAL WORKSHOP PARTICIPANTS

Participants: 2nd Rural Workshop

Chris Bartlett
Division of Special Education
Dept. of Educ. & Cultural Services
Augusta, Maine 04333
(207) 289-3451

Talbot Black
TADS
500 NCNB Plaza
Chapel Hill, North Carolina 27514
(919) 967-9221

Wanda Black
West Central Ill. Special
Education Cooperative
323 W. Washington
Macomb, Illinois 61455
(309) 837-3911

Deborah Brown
Early Childhood Project
188 South St.
Pittsfield, Mass. 01201
(413) 499-0745

Glen Casto
Multi-Agency Project
for Preschoolers
P.O. Box 641
Logan, Utah 84321
(801) 750-2000

Joan Clary
State Department of Public Instruction
Grimes State Office Bldg., 3rd Floor
Des Moines, Iowa 50319
(515) 281-3176

Bonnie Smith-Dickson
Outreach: Macomb 0-3 Regional Project
27 Horrabin Hall
Western Illinois University
Macomb, Illinois 61455
(309) 298-1634

Everett Eddington
ERIC-CRESS
New Mexico State University
Las Crusas, New Mexico 88003

Joyce Evans
Southwest Education Development Lab
211 East 7th St.
Austin, Texas 78701

Pam Frakes
Early Lifestyle Program
King's Daughters' School
412 W. 9th St.
Columbia, Tennessee 38401
(615) 388-7811

Marilyn R. Frank
Project C.H.A.R.T.
West Virginia University
311 Oglebay Hall
Morgantown, West Virginia 26506
(304) 293-3303

Mary Fredericks
6704 Beth Court
Garland, Texas

Harris Gabel, Chairman
OUTFIT Project
Box 151 Peabody College
Vanderbilt University
Nashville, Tennessee 37203
(615) 327-8236

Corinne Garland, Coordinator
HCEEP Rural Network
731 Wax Myrtle
Houston, Texas 77079
(713) 461-3200

Dale Gentry
Department of Special Education
University of Idaho
Moscow, Idaho 83843
(208) 885-6150

Sharyl Gottschalk
Section for Special Education
New State Office Building
Pierre, South Dakota 57501

Jimmye Gowling
Project Search
415 West Avenue N.
Silsbee, Texas 77656
(713) 385-5286

Doris Helge, Director
National Rural Project
Center for Innovation & Development
Murray State University
Murray, Kentucky 42071
(502) 762-3817

Patricia Hutinger, Director
Outreach: Macomb 0-3 Regional Project
27 Horrabin Hall
Western Illinois University
Macomb, Illinois 61455
(309) 298-1634

Marilyn M. Johnson
Parent Involvement Program for Infants
231 Roberts Building
Jamestown, New York 14701
(716) 483-0214

Bob Kibler
OUTFIT Project
Box 151 Peabody College
Vanderbilt University
Nashville, Tennessee 37203
(615) 327-8236

Sharon E. Kiefer
Child Development Resources
Outreach Project
Box 299
Lightfoot, Virginia 23090
(804) 565-0303

Barbara Kniest
Child Development Resources
Box 299
Lightfoot, Virginia 23090
(804) 565-0303

Glenna Kyker
Rural Education Diagnosticians
Box 3AC
Las Crusas, New Mexico 88003
(505) 646-1101

Damon L. Lamb
Project FINIS
306 S. 17th Avenue
Marshalltown, Iowa 50158
(515) 752-01013

Lee K. McLean
Parsons Research Center
Chanute, Kansas 66720
(316) 421-6850

Tracey McMillan
LATON/Family Link
P.O. Box 4170
Lubbock, Texas 79409
(806) 742-3695

Steve Mishlove
Arizona State Implementation Grant
Arizona Department of Education
1535 W. Jefferson St.
Phoenix, Arizona 85007
(602) 255-3183

Art Moreau
CEPA
Division of Innovation & Development
Box 5-Z
Peoria, Illinois 61650

Mary Morse
MICE Project
RFD #4, Box 90
Concord, New Hampshire 03301
(603) 485-7674

Jim Pezzino
Big Sky Early Education Center
University of Montana
Missoula, Montana 59812
(406) 243-5467

Dick Rundall
Project RHISE/Outreach
650 N. Main St.
Rockford, Illinois 61103
(815) 965-6766

Sue Schafer
Child Success Project
Box 22487, TWU Station
Denton, Texas 76204
(817) 387-6063

Steven Smith
Project RHISE/Outreach
650 N. Main St.
Rockford, Illinois 61103
(815) 965-6766

Regina Swearengen
LATON
College of Home Economics
P.O. Box 4170
Lubbock, Texas 79409
(806) 742-3295

Stephen W. Threet
Early Lifestyle Program Demo. Project
Murray State University
Murray, Kentucky 42071
(615)762-2447

Jamie Tucker
Resources Developer
Region VI Resources Access Project
1209 West 12th
Austin, Texas 78703
(806) 742-3148

Kay P. Walker
Project Sunrise Outreach
Eastern Montana College
Billings, Montana 59101
(406) 657-2250

The Honorable Wes Watkins (D. Okla.)
Congressional Rural Caucus
Cannon Building, Rm. 137
Washington, D.C. 20510

Jane Weil
Washington County Children's Program
Outreach Project
P.O. Box 311
Machias, Maine 04654
(406) 657-2250

Steven Wilson
Network Developer, Rural Coalition
1035 30th St. N.W.
Washington, D.C. 20007

Nancy G. Yonkee
Project SUNRISE Outreach
Eastern Montana College
Billings, Montana 59101
(406) 657-2250

Gene Ann Young
Brescia College Outreach Project
120 W. 7th St.
Owensboro, Kentucky 42301

Barbara Zang
Children's Defense Fund
1520 New Hampshire Ave., N.W.
Washington, D.C. 20036
(202) 483-1470

Sara Sack
S-E-KAN
Parsons Research Center
Parsons, Kansas 67357
(316) 421-6850

Barbara Sobmorson
S-E-KAN
Parsons Research Center
Parsons, Kansas 67357
(316) 421-6850

Mike Woodard
TADS
500 NCNB Plaza
Chapel Hill, North Carolina
(919) 962-2001

David Shearer
Exceptional Child Center
UMC 68
Utah State University
Logan, Utah 84322
(801) 750-1981

Louise Phillips
1510 Terrace
Magnolia, Arkansas 71753

Phyllis Ellis
420 S.E. 26th Terrace
Topeka, Kansas 66605 (913) 296-3866

Ramona Patterson
33 Patrician Shores
Meredith, NH 03253 (603) 279-8943

Denese Pillam
7712 B Albany
Lubbock, Texas 79401

Pendy Payne
P.O. Box 1999
Thomasville, GA 31792

Jerri Patterson
P.O. Box 1999
Thomasville, GA 31792

Jim Fluegel, Director
5 County Educational Coop
P.O. Box 298
McAlester, OK 74501 (918) 426-1242

Kaye Theimer, Project Director, CIEEP
Sandy Pedersen
Pam Grannis
Rhonda Malloy
Carol Clingan, Project Coordinator
600 S. College
Tulsa, OK 74104 (918) 592-6000

Jo Ann Gordoni
3100 Classen
Norman, OK 73071
(405) 521-2312 Office

APPENDIX C: RURAL WORKSHOP EVALUATION QUESTIONNAIRE

EVALUATION QUESTIONNAIRE

HCEEP Rural Network
Second Annual Workshop

Sheraton Century Center
Oklahoma City, Oklahoma
June 10-12, 1981

This questionnaire is designed to gather your opinions concerning the quality and usefulness of this workshop. We will use the information you provide to determine the effectiveness of this meeting and to improve future meetings of this kind. We appreciate your most honest and objective opinions. THANK YOU.

Please indicate your professional affiliation:

HCEEP Demonstration Project (East) ______
HCEEP Demonstration Project (West) ______
HCEEP Outreach Project (East) ______
HCEEP Outreach Project (West) ______
SIG ______
TA/OSE Staff ______
Former HCEEP Project ______
Other(please specify) ______

I. To what extent did you perceive the workshop to have achieved its purposes? (Please circle the appropriate response for each item.)

	Very Well			Adequately			Not at All
A. To provide a forum for communication among rural projects.	7	6	5	4	3	2	1
B. To allow projects to share successful practices.	7	6	5	4	3	2	1
C. To encourage both mutual development of solutions to common problems and the building of regional networks.	7	6	5	4	3	2	1
D. To strengthen the HCEEP rural network and to encourage the development of regional networks.	7	6	5	4	3	2	1

II. The workshop agenda was structured so that participants could choose among several topics of high interest to rural HCEEP projects. Please rate sessions that you attended in terms of both quality and usefulness.

Session Title	Quality							Usefulness						
WEDNESDAY, JUNE 10, 1981	Fxcellent			Avg.			Poor	Very Useful			Of Some Use			Not Useful
Opening speaker	7	6	5	4	3	2	1	7	6	5	4	3	2	1
THURSDAY, JUNE 11, 1981														
Keynote speaker	7	6	5	4	3	2	1	7	6	5	4	3	2	1
Transition into Public Schools	7	6	5	4	3	2	1	7	6	5	4	3	2	1
Interagency Coordination: State Success Stories	7	6	5	4	3	2	1	7	6	5	4	3	2	1
Affecting Rural State and Federal Policy	7	6	5	4	3	2	1	7	6	5	4	3	2	1
Rural Service Delivery Strategies That Work: Innovative Models	7	6	5	4	3	2	1	7	6	5	4	3	2	1
Staff Training for Rural Personnel	7	6	5	4	3	2	1	7	6	5	4	3	2	1
Securing Funds (3-Hour Workshop)	7	6	5	4	3	2	1	7	6	5	4	3	2	1
Rural Service Delivery Strategies That Work: A State Perspective	7	6	5	4	3	2	1	7	6	5	4	3	2	1
Recruiting Personnel for Rural Areas	7	6	5	4	3	2	1	7	6	5	4	3	2	1
FRIDAY, JUNE 12, 1981														
Interagency Coordination: Discussion Group	7	6	5	4	3	2	1	7	6	5	4	3	2	1
Rural Transportation: Problem Solving Session	7	6	5	4	3	2	1	7	6	5	4	3	2	1
Networks: Building on the Rural Self-help Tradition	7	6	5	4	3	2	1	7	6	5	4	3	2	1
Building Regional Networks: Regional Workshops	7	6	5	4	3	2	1	7	6	5	4	3	2	1
Closing Speaker	7	6	5	4	3	2	1	7	6	5	4	3	2	1

We are very interested in your feedback. Please list any comments you wish to make on individual sessions. (Use back of form if needed).

Session Title:

COMMENTS:

Session Title:

COMMENTS:

III. Please respond to each of the following questions. Your answers will be carefully reviewed and considered.

1. What was the most positive part of the workshop for you? Please explain.

2. In future HCEEP rural network meetings and activities, what topics and issues do you believe should be addressed?

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3. Do you feel this workshop was worth the time and effort you invested?
Yes______ No ______
Comments:

4. Please indicate your overall satisfaction with this workshop. (Please circle appropriate response.)

Extremely Satisfied			Satisfied			Not at All Satisfied
7	6	5	4	3	2	1

5. In your opinion, what was the weakest component (or aspect) of this workshop?

6. If you requested an individual consultation, was time allotted for it?
Yes ______ No ______ Did not request ______

If yes, was it helpful? Yes ______ No ______
Please explain.

7. Did the workshop serve to increase your interest in the Rural Network?
Yes ______ No ______ Please explain.

8. Did the workshop serve to increase your interest in building a regional network in your particular geographical location?
Yes ______ No _____
If yes, please briefly describe your plans.

9. Do you think a series of regional rural workshops may be more useful than a national rural workshop?
Yes ______ NO _____ Please explain.

10. List any comments you would like to make concerning the workshop location, organization, time of meetings, accommodations, et.

PLEASE RETURN THIS QUESTIONNAIRE BEFORE YOU LEAVE THE WORKSHOP, OR MAIL IT TO:

Corrine Garland
731 Wax Myrtle Lane
Houston, Texas 77079

ABOUT THE HCEEP RURAL NETWORK

The Handicapped Children's Early Education Program (HCEEP) Rural Network is an association of professionals representing education programs for young handicapped children in rural communities. Members are drawn primarily from projects supported by the HCEEP, Office of Special Education, Department of Education. Formed in 1978, the Rural Network undertook to provide a voice for rural America's young children and their families. The network aimed to increase educational opportunities for this population through the accomplishment of a variety of activities. Participating projects also intended to enhance their own effectiveness in providing education and supportive services in rural areas. For further information, contact:

Harris Gabel
P.O. Box 151
Peabody College of Vanderbilt University
Nashville, Tennessee 37203

or

Patricia Hutinger
Outreach: Macomb 0-3 Regional Project
27 Horrabin Hall
Western Illinois University
Macomb, Illinois 61455

or

David Shearer
Exceptional Child Center
UMC 68
Utah State University
Logan, Utah 84322

or

Corinne Garland
14942 Bramblewood
Houston, Texas 77079

Additional copies of this monograph may be secured by sending $5.00 to cover cost of production and mailing to:

Rural Network
College of Education
Room 27, Horrabin Hall
Western Illinois University
Macomb, Illinois 61455

Prices subject to change without notice.

Topics for the two series of Rural Network Monographs include:

- -An Overview of Initial Survey Results
- -Influencing Decision Makers
- -Cost Analysis
- -Parent Involvement
- -Transportation
- -Interagency Coordination
- -Recruiting and Retaining Staff
- -Securing Funds
- -Service Delivery Models
- -Health Care/Education Collaboration
- -Community Awareness Strategies

APPENDIX H. OUTREACH PRODUCT DEVELOPMENT: ILLINOIS FIRST CHANCE DIRECTORY

Illinois First Chance Consortium

Overview and Directory of Handicapped Children's Early Education Program - Funded First Chance Projects in the State of Illinois

Overview and Directory
of
Handicapped Children's Early Education Program - Funded
First Chance Projects
in the
State of Illinois

Editor: Patricia Hutinger, Ed.D.

Contributors:
Valerie Feldman
Patricia Hutinger
Vickie Lavigne
Kryss Montgomery
Dick Rundall
Ron Schmerber
Steve Smith
Bonnie Smith-Dickson
Jennie Swanson

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FOREWARD

The importance of providing appropriate prevention and intervention services to very young handicapped children and their families has been strongly established. Throughout Illinois, such children are participating in numerous programs which are likely to have many benefits. Over the years, Illinois has been privileged to have several projects funded by the United States Office of Special Education, under the Handicapped Children's Early Education Program, to develop, implement, and disseminate high quality model programs for these young handicapped children.

Although each model is unique, the Illinois "First Chance" projects recognized their common mission. In order to maximize public awareness and access to these proven models, the projects formed the Illinois First Chance Consortium. The Illinois State Board of Education is proud to have played a significant part in the establishment of this consortium. This document represents the cooperative efforts of these special projects to inform the public of model programs which are available to them.

It is my sincere desire that the information contained herein be used to the fullest to further promote excellence in early childhood special education. Do not hesitate to call upon these projects for help. Their commitment to helping you is the most sincere.

Julie Carter
Education Specialist
Department of Specialized
Educational Services
Illinois State Board of Education

HISTORICAL PERSPECTIVE

Handicapped Children's Early Education Program

In 1968. Congress enacted the Handicapped Early Education Assistance Act (PL 90-538) authorizing the support of experimental programs in response to a congressional hearing at which parents expressed the special needs of young handicapped children. Federal funding for the development of model programs for young handicapped children (birth to eight years) began in 1969 with the inception of the Handicapped Children's Early Education Program (HCEEP), sometimes called the First Chance Network, by the Bureau of the Education for the Handicapped (BEH) which has now become the Office of Special Education (OSE). In 1969, 24 new demonstration projects were funded. The goal of these programs was to demonstrate the provision of exemplary comprehensive services to young handicapped children (from birth to eight years) and their families, and to develop models which could be replicated by other programs.

In 1981 HCEEP included five major components, complementary in their impact and operation, consisting of Demonstration, Outreach, Technical Assistance, State Implementation Grants, and Early Childhood Research Institutes. *Demonstration* projects are funded for three years to provide direct service to children and their families, in order to develop a model of service delivery. After three years of successful demonstration funding and assured local continuation of the model, the project may apply for *Outreach* funding which enables the project to share its model, and to provide training to other programs. *Technical Assistance* agencies work with demonstration projects to develop quality programming to meet their needs and objectives. They also provide assistance to State Implementation Grant projects. *State Implementation Grants* (SIGs) help State Education Agencies plan for the development and expansion of early intervention services for handicapped children. *Early Childhood Research Institutes* (ECRIs) conduct long-term studies to add to the knowledge of child developmental theories and methods of intervention, parent-child interaction, and assessment approaches.

In fiscal year 1981 there were 172 projects in the United States. Of these 94 were Demonstration projects, 49 were Outreach projects, three were Technical Assistance project, 24 were State Implementation Grants and five were Early Childhood Research Institutes.

Illinois First Chance Consortium

The first federally funded HCEEP project in the State of Illinois was begun by Merle Karnes in 1970. During the next seven years nine HCEEP project emerged. They interacted on an informal, unstructured basis. By late 1977 it became apparent that more formal, coordinated efforts were necessary in order to achieve the goals of the projects within the state. On January 9, 1978, the first official meeting of the Illinois First Chance Consortium was held in Champaign with PEECH, the First HCEEP project in Illinois, serving as host. The primary goal of the Consortium was to improve the quality and quantity of services to young handicapped children in the State of Illinois through cooperative, coordinated efforts.

Initially projects met three or four times a year to offer each other support, for mutual problem solving and to plan how to improve and increase services in Illinois. In 1980 a formal organizational structure was adapted which expanded the Consortium's efforts in the areas of community awareness and education, stimulating programs to improve existing services and professional training and development.

Major accomplishments of the Consortium have included a workshop for the State Board of Education; presentations at the Illinois Council for Exceptional Children Conference; assisting with the teaching of a graduate course devoted to young handicapped children and their special needs each summer at Western Illinois University; sponsoring a birth to three awareness session for state legislators in Springfield hosted at the Governor's mansion by the Governor's wife; assisting in an advisory capacity for the State Implementation Grant Project; obtaining recognition of and acting in an advisory and resource capacity to the State Education Agency; and providing information and resources to various groups and individuals throughout the State of Illinois.

WHAT IS EARLY INTERVENTION

The recognition of the importance of early intervention is a response to the emergence of data that demonstrate the effectiveness of identifying very young children with special needs, and then providing a wide range of services to those children and to their families. Development of methods of identifying infants at-risk, comprehensive screening and assessment techniques, and knowledge of appropriate activities have enabled professionals to design highly specialized programs which provide young children with special needs the opportunity to develop optimally during the important early years of life. Effective early intervention begins at birth or as soon as the child is identified as needing services.

Optimal early intervention requires the cooperation and coordination of professionals from many disciplines working together. A transdisciplinary approach is frequently taken in order to determine which children need services, to appropriately assess the child's abilities and special needs, to develop an individualized early intervention program, to implement the intervention program, and continual evaluation.

It is important to note that the early intervention approach used by all the Illinois First Chance projects is based on parent and family member participation as full members of the intervention team. The educational significance of early intervention is great. Because the years from birth to six are important in laying down the foundation of social interaction, cognitive functioning, personality and behavior patterns that will be integrated into the developing individual, success in the early years is important for handicapped, as well as non-handicapped children. First Chance projects assure that children make progress in areas critical for later development and maintain skills that they already possess.

Educationally, the progress demonstrated by children in Illinois First Chance projects is significant because the successes attributed to the programs provide handicapped children not only with basic skills, but with the belief that they can affect their environment and succeed in activities that require targeted skills. Without early intervention, handicapped children cannot develop such skills. Parents often do not know how to help their children without special help themselves. Acquisition of self-help skills, language, and motor skills is important to the special child's developing sense of autonomy and independence, and eventually means that the child can become a fully functioning member of society who can provide for his/her own needs. Early intervention services lay the foundation for the opportunity for maximum development of children with special needs.

PARENT INVOLVEMENT

The involvement of parents in programs serving children with special needs is essential. Because parents are the child's primary care givers and because they know their child's strengths and competencies best, parents can provide direct experiences, activities and follow-through on strategies which are beneficial for the special child's growth and development. Daily, parents spend a great deal of time with their child. They observe what the child does and know the child's reactions to a number of different situations. Parents are in the best position to relay important information to intervention staff. First Chance projects in Illinois view parents as the most effective change agents for their child and as essential members of the intervention team.

Parents function as full and active team members during assessment, determining appropriate services, and implementing the child's program. By working together, parents and intervention staff establish a relationship which permits information to be shared, questions to be asked, and feelings to be explored and expressed. Such involvement encourages a partnership so that parents or staff do not feel isolated in the provision of services to the child with special needs.

A recent study for the Illinois State Board of Education indicated that parents viewed themselves as the child's primary teacher and indicated that they would prefer to have greater involvement in their child's program than they were allowed. However, teachers in the same study reported that indeed they were the child's primary teacher, rather than the parents. The Illinois First Chance projects seek to negate this discrepancy by viewing the parents as the child's primary teacher and the project staff as facilitators.

When early intervention staff of First Chance projects involve parents in their child's program, it is done in a manner that honors the family's system, lifestyle and unique circumstances. Projects assess family needs, and develop a specific individualized program of intervention for each family in order to maximize impact. Involving the parents actively as full partners in implementing the child's program provides the child with the greatest opportunity to attain the maximum potential of which he/she is capable.

BENEFITS OF EARLY INTERVENTION

Data supporting the positive effects of early intervention has become more and more persuasive whether the child is handicapped or whether the child is from a disadvantaged environment. Many investigators have reported that handicapped infants and preschoolers who have received early intervention services have demonstrated significant gains in I.Q., growth, and development (Garland, et al, 1981). Lazar (1979) compiled data on the outcome from 14 longitudinal studies of low income children who received early intervention. These reports indicate that the children required special education less frequently, were retained in a grade less often, and scored consistently higher on intelligence tests. In addition to these results, early intervention has been found to benefit not only the child, but the family and society as well.

Families have been shown to benefit from early intervention. In a survey of results from 40 longitudinal early intervention programs with high-risk infants, Stedman (1977) found that the effects of a stimulating or depriving environment appear to be most powerful in the early years of childhood when the most rapid growth and development take place. Further, the evidence indicates that the effects of early intervention are strengthened by the involvement of the child's parents. Parents involved in early intervention programs have reported increased emotional support, satisfaction, self-esteem, and competence (Garland, et al, 1981). Bronfenbrenner (1975) reported positive impact on siblings of children served by early intervention programs.

Benefits to society are also numerous. Although the value of a more fully functioning person and an improved quality of life is difficult to measure, it is evident that by spending money on a handicapped person's education during the early critical period following birth, the cost benefits are greater than intervention which begins at later ages. For example, a cost analysis of educating a group of 940 young handicapped children to age 18 indicated clear savings when intervention begins during the first two years of life. The total educational costs per child to age 18 were $37,273 with intervention beginning at birth, but $53,340 when intervention began at age six, a difference of $16,067 (Garland, et al, 1981). A median cost of $2,272 per child, per year in 1978-1979 has been reported for services for children from birth to two years (Macy, 1978). One year earlier, median cost of $1,995 per child, per year was reported (in 1977-1978) for programs for children ages 2-5 years. As a comparison, the yearly costs to educate a handicapped child in elementary and secondary programs was reported to be $4,256 (Pennsylvania Department of Special Education, 1977-1978).

In summary, research clearly indicates that early intervention services began in the child's early years and actively involving the child's family have a positive and lasting impact on the child, family, and society. Cost data presently being generated indicate that cost benefits tend to be greater the earlier intervention occurs in a handicapped child's life. Illinois First Chance Consortium members are presently working on cost data for the State of Illinois.

References

Bronfenbrenner, U. Is early intervention effective? In M. Guttentag and F. Struening (eds.), Handbook of education research (Vol. 2). Beverly Hills: Sage Publication, 1975.

Garland, C., Stone, N., Swanson, J., and Woodruff, G. (eds.), Early intervention for children with special needs and their families. Washington: WESTAR, 1981.

Lazar, I. The persistence of preschool effects. In Comptroller General of the United State, Early Childhood and Family Development Program Improve the Quality of Life for Low Income Families, Report to Congress. (HRD-79-40) Washington, DC: Author, February 1979.

Macy Research Associates. Teaching Texas Tots Consortium evaluation study. Dallas, Texas, 1978.

Pennsylvania Department of Education, Statistical and expenditure data for intermediate unit-operated programs and services for exceptional children. (Bureau of Special Education) Harrisburg, Pennsylvania, 1979.

Stedman, D. J. Early childhood intervention programs. In B. N. Caldwell, and D. J. Stedman (eds.), Infant education: a guide for helping handicapped children in the first three years of life. New York: Walker and Company, 1977.

SUMMARY

It is through the combined efforts of educators and parents that the most effective benefits of early education for children with special needs can be realized. Years of program services, such as those discussed in this document, have resulted in research data indicating that the combination of early identification, early education, and parent involvement yield a positive impact on children and families. In addition, it is apparent that the cost benefits seem to be greatest when intervention begins during the first two years of life, a critical learning period in development.

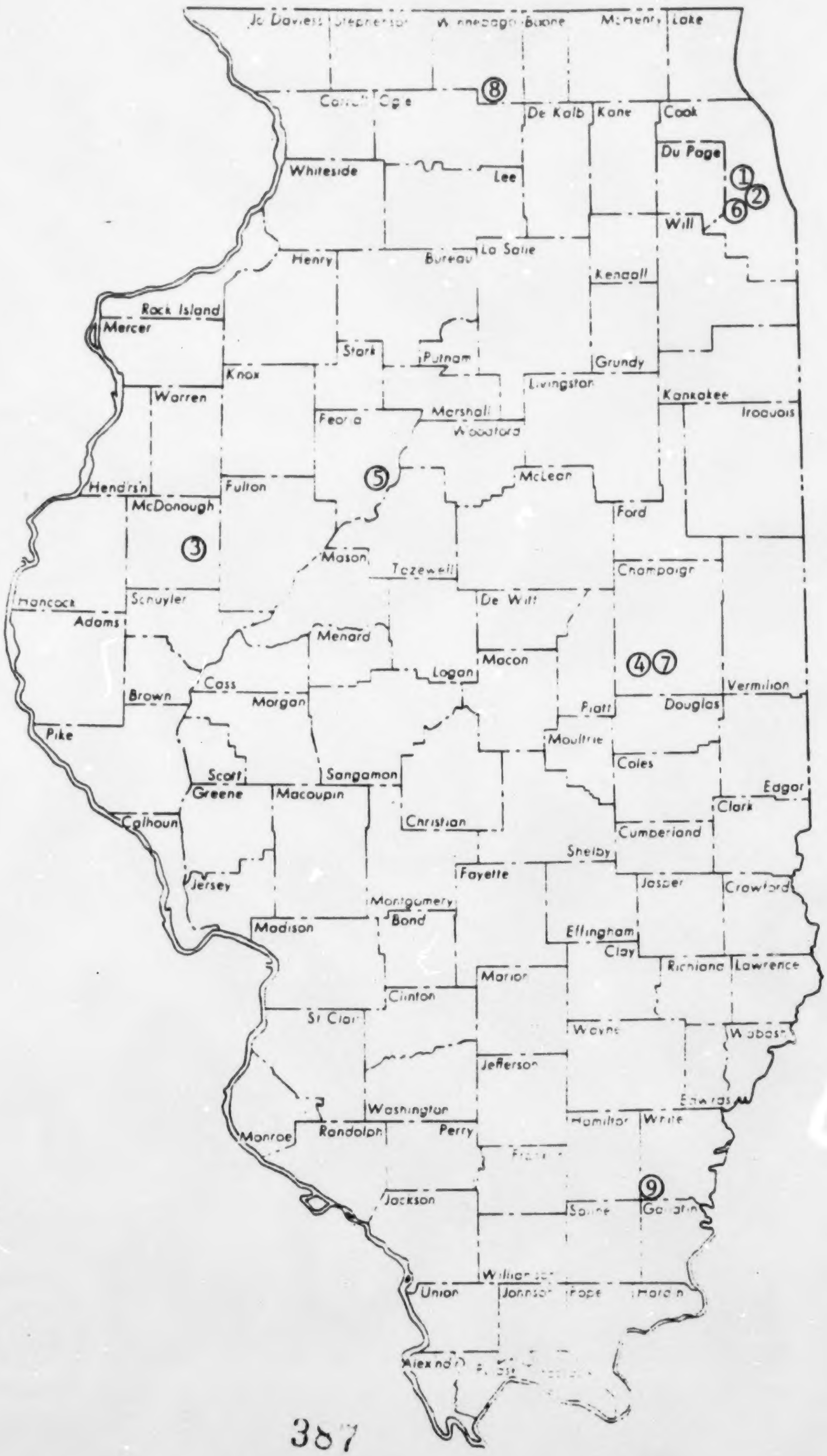
The State of Illinois has a long history of serving young handicapped children. Projects in the First Chance Consortium have played an important role in meeting the needs of special children and their families. Consortium projects have built models of high quality service for infants and pre-schoolers with a wide range of developmental problems. In addition to working directly with parents and children, projects have made available valuable training and technical assistance to professionals in the field of education. The training and expertise available through the First Chance Consortium enable service providers in Illinois to maintain high standards of program planning, implementation, staff development, and program evaluations.

With the assistance of the First Chance Consortium, Illinois can maintain its tradition of excellence and remain in the forefront of early childhood special education through the continued development of high quality programs throughout the state. With the support of parents, educators, legislators, and an informed public, these quality programs for young children and their families will continue to flourish.

First Chance Projects in Illinois
Currently Funded
(September, 1981)

Program	Handicapping Condition Served	Age of Children Served	Location	Address	Type of Project, 1981	Evaluation Data
Early Intervention Project (EIP) 1	Noncategorical (mixed)	Birth to six	Hospital	Early Intervention Project Children's Memorial Hospital Division of Child Psychiatry 2300 Childrens Plaza Chicago, Illinois 60614	Demonstration	In process
A Model for Hearing-Handicapped Infants Providing Medical, Academic and Psychological Services (HI-MAPS Project) 2	Deaf/hearing impaired	Birth to three	Hospital	Siegel Institute Michael Reese Hospital and Medical Center 3033 S. Cottage Grove Chicago, Illinois 60616	Demonstration	In process
OUTREACH: Macomb 0-3 Regional Project, A Rural Child/Parent Service 3	Noncategorical (mixed)	Birth to three	University	Horrabin Hall Room 27 Western Illinios University Macomb, Illinois 61455	Outreach	JDRP Approval Data available
Precise Early Education for Children with Handicapps (PEECH) 4	Noncategorical (mixed) Mild to moderately handicapped	Three to five	University	University of Illinois Colonel Wolfe School 403 East Healey Champaign, Illinois 61820	Outreach	JDRP Approval Data available
The Peoria 0-3 Outreach Project 5	Noncategorical (mixed)	Birth to three	Private Agency	320 E. Armstrong Avenue Peoria, Illinois 61603	Outreach	JDRP Approval Data available
The Pre-Start Program 6	High risk infant	Birth to three	Hospital - School of Medicine	Loyola University Stritch School of Medicine Dept. of Pediatrics 2160 S. First Avenue Maywood, Illinois 60153	Research	Data available
Retrieval and Acceleration of Promising Young Handicapped and Talented (RAPYHT) 7	Gifted/talented Handicapped	Three to six	University	Colonel Wolfe School 403 E. Healey Champaign, Illinois 61820	Outreach	Data available
Project RHISE/Outreach 8	Noncategorical (mixed)	Birth to three	Private Agency	Children's Development Center 650 N. Main Street Rockford, Illinois 61103	Outreach	Data available
Rural Infant Education Project (RIEP) 9	Socially, medically, educationally at risk	Birth to three	Special Education District	Wabash & Ohio Valley Special Education District Box E Norris City, Illinois 62869	Demonstration	In process

Sites of Illinois First Chance Projects*



Jo Daviess
Stephenson
Winnebago
Boone
McHenry
Lake
Carroll
Ogle
De Kalb
Kane
Cook
Du Page
Whiteside
Lee
Will
Henry
Bureau
La Salle
Kendall
Rock Island
Mercer
Stark
Putnam
Grundy
Knox
Livingston
Kankakee
Warren
Peoria
Marshall
Woodford
Iroquois
Hendrs'n
McDonough
Fulton
McLean
Ford
Mason
Tazewell
Champaign
Hancock
Schuyler
De Witt
Adams
Menard
Macon
Cass
Logan
Vermilion
Brown
Morgan
Piatt
Douglas
Pike
Moultrie
Scott
Sangamon
Coles
Greene
Macoupin
Edgar
Calhoun
Christian
Clark
Cumberland
Shelby
Fayette
Jasper
Crawford
Jersey
Montgomery
Bond
Madison
Effingham
Clay
Richland
Lawrence
Marion
Clinton
St Clair
Wayne
Wabash
Jefferson
Edwards
Washington
Hamilton
White
Monroe
Randolph
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Franklin
Jackson
Saline
Gallatin
Williamson
Union
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*Numbers on map correspond to numbers on chart entitled First Chance Projects in Illinois

PROJECTS FUNDED IN ILLINOIS IN OTHER YEARS

The following projects have contributed greatly to programs for young handicapped children. They may have materials or information of interest to the reader. Their addresses follow:

Little Egypt Early Childhood
901 1st Avenue
Lincoln Square
Marion, Illinois 62959

Schaumberg Early Education Center
Community Consolidated District #54
524 East Schaumberg Road
Schaumberg, Illinois 60194

Transitional Resource Addressing Children's Early Education
312 East Forest Avenue
West Chicago, Illinois 60185

WHAT MEMBERS OF THE ILLINOIS FIRST CHANCE CONSORTIUM CAN OFFER YOU . . . . . .

- Opportunity to see model programs in action
- Public awareness
- Consultation
- Program evaluation
- Needs assessment
- Short-term training on topics related to working with young handicapped children and their families, ½ to 1 day workshops
- Long-term, ongoing training (series of workshops)
- Model adoption
- Written materials
- Media products
- Specific technical assistance
- Information sharing/resource assistance
- Serving in an advisory capacity or as resource persons

If you have questions or need assistance, contact one of the projects described in this publication.

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WHAT CAN YOU FIND IN THE PROJECT DESCRIPTIONS?

The descriptions which follow are organized in a format designed to provide the reader with a brief overview of each project's activities. Besides identification and contact information, a number of other considerations are included. These follow, with short definitions.

Funding Status:

The number of years the project has been funded in demonstration (all Outreach projects must have gone through a three year demonstration period) or in Outreach (a training phase for the earlier demonstration model). All Outreach projects must have local continuation sites for their model.

JDRP Status:

JDRP is a reference to the U.S. Office of Education's and the National Institute of Education's Joint Dissemination and Review Panel. Approval from this group involves a rigorous examination of the model and its statistical data demonstrating effectiveness by a group of nationally known researchers. Approval also means that the panel has found the project to be exemplary, worthy of national replication. Therefore the project becomes a part of the National Diffusion Network (NDN).

Illinois presently (as of September, 1981) boasts three JDRP approved programs:
(1) Macomb 0-3 Regional Project
(2) PEECH
(3) Peoria 0-3
Other projects are in various stages of JDRP application.

Brief Description of Model or Approach:

An overview of each model is given.

Project Goals:

Broad goals for the model are outlined.

Project Components:

These are parts of the model which can usually be easily adopted by others. It is sometimes not necessary to adopt an entire model since components are replicable for several of the projects.

Products Available:

Written, media, and other materials the projects disseminate are usually available at cost from the projects themselves.

Focus of Current Activities:

Further information is given about the project's current emphasis to help the reader determine the appropriateness of the services to fill needs he or she experiences. It covers the nature of handicapping conditions served, the educational setting, and the mode of service delivery.

Services Available to Other Programs:

Projects provide a wide range of services to others. This section briefly describes those available from each.

Types of Technical Assistance:

Projects offer a variety of technical assistance to others. Outreach projects have somewhat greater flexibility in providing technical assistance because of their training mission.

Cost of Technical Assistance:

Costs vary but travel expenses are usually paid by those requesting assistance. Sometimes costs are shared in unusual circumstances.

Implementation Requirements:

These relate to necessary conditions for formal model adoption or replication and refer either to components or the entire model.

Cost of the Model:

Cost per child varies from model to model, depending upon salaries, geographic area, the nature of the service delivery system, and inflation. Costs may also vary within a model.

ILLINOIS FIRST CHANCE PROJECTS

EARLY INTERVENTION PROJECT (EIP)

Name of Project Director: James John Reisinger

Other Staff Positions:
Coordinator, Victoria V. Lavigne
Special Education Teacher, Katharine McLagan
Speech & Language Pathologist, Iris Bernard
Physical Therapy Consultant, Mary Week
Secretary, Norma Rodriquez

Address:
Early Intervention Project
Children's Memorial Hospital
Division of Child Psychiatry
2300 Children's Plaza
Chicago, Illinois 60614

Phone Number: 312-880-4844

Funding Status:

Demonstration - 2nd year

Brief Description of Model or Approach:

EIP is a behaviorally oriented program aimed at teaching parents to be change agents for their own children. Through structured learning situations, parents learn to change problematic child behavior or to facilitate their child's development. Each intervention session with the parent and child has a built-in data collection procedure. This continuous data collection allows staff to constantly update program planning. It also allows parents to monitor their child's progress on an ongoing basis. Once a parent has been trained to work with his own child, he then repays time to EIP. This use of trained parents assures sufficient manpower to meet the service needs of referred children.

Project Goals:

(1) To provide intervention directed for reducing the impact of handicapping conditions and meeting the special needs of handicapped children in the least restrictive environment.
(2) To increase, through training, the confidence and competence of parents or caretakers to positively influence the development of their special child by being primary change agents.
(3) To provide training to current and future professionals in order that they may be aware of the needs of handicapped youngsters and that they may learn specific intervention strategies.

(4) To contribute to current scientific and professional knowledge in the areas of handicapping conditions, intervention strategies, and acquisition of parenting skills needed to help the special child.

Project Components:

EIP has a modular system of organization.

(1) In the Toddler Module parents learn to change problematic child behavior.
(2) In the Individual Tutoring Module the parent learns to facilitate the child's development, for example, in the areas of language and motor development.
(3) In the Preschool Module children learn social behaviors and acquire academic readiness skills.
(4) In the Liaison Module efforts are made to help parents find appropriate, long-term school placements for their children.

Products Available:

Products are not yet available from EIP.

Focus of Current Activities:

EIP serves a broad range of children. Children with behavior problems include those children who are noncompliant, have tantrums, and are aggressive toward siblings and peers. EIP serves a broad range of children with handicapping conditions, including children with marked motor impairment (CP), speech and language problems, and overall developmental delay. Parents have individual sessions with their own child which are under the supervision of a professional core staff member. All of the children enter the Preschool Module which allows for a heterogeneous grouping of children. Parents come to EIP for service and are seen on the average of two times a week. EIP is located in a church building adjacent to Children's Memorial Hospital.

Services Available to Other Programs:

At the present time, EIP does not provide service to other programs.

Types of Technical Assistance:

EIP does not currently provide technical assistance.

Cost of Technical Assistance:

Not applicable

Implementation Requirements:

Not applicable

Cost of the Model:

Since EIP is just beginning its second year, data on cost effectiveness is not yet available.

THE HI-MAPS PROJECT

Name of Project Director: Valerie Feldman

Other Staff Positions:
Principal Investigator, Laszlo Stein
Co-Principal Investigator
Research & Evaluation Coordinator } Diane Pein
Developmental Psychologist
Teacher, Mimi Sherman
Parent Counselor, Sylvia Clark
Teacher Assistant, Harshella Hearnes
Speech & Hearing Resource Specialist, Candy Haight

Address:
Siegel Institute
Michael Reese Hospital and Medical Center
3033 South Cottage Grove
Chicago, Illinois 60616

Phone Number: 312-791-2900

Funding Status:

Demonstration - 2nd year

Brief Description of Model or Approach:

Program is for hearing-handicapped infants (birth to three) and their families. A Total Communication approach to language learning is utilized - this incorporates the use of hearing aids, the language of signs, aural/oral training, facial expression, gestures, etc. Children/families attend individual and group sessions. Parent counseling groups and sign language/communication classes are provided as well. Children receive a complete medical diagnostic workup as well as ongoing otological/audiological care.

Project Goals:

(1) To facilitate development of effective parent/infant communication through Total Communication.
(2) To address emotional issues faced by parents and families.
(3) To facilitate early diagnosis of handicapping conditions.
(4) To document parent/child use of Total Communication.

Project Components:

(1) Medical diagnostic component
(2) Direct services to children/parents component
(3) Direct services to parents component
(4) Administrative component
(5) Supportive services component

Products Available:

None at this time

Focus of Current Activities:

Current focus of project activities is on provision of direct services to hearing-handicapped infants and their families, collection of data (both formal and informal) to determine child/parent language and communication progress, and ongoing development of materials which can be distributed.

Services Available to Other Programs:

(1) Presentations
(2) Workshops

Types of Technical Assistance:

(1) Language development
(2) Assessment of language skills
(3) Parent involvement (counseling groups, child development techniques)

Cost of Technical Assistance:

Negotiable

Implementation Requirements:

To be discussed with individual projects

Cost of the Model:

Not applicable

OUTREACH: MACOMB 0-3 REGIONAL PROJECT, A RURAL CHILD/PARENT SERVICE

Name of Project Director: Patricia L. Hutinger

Other Staff Positions:
Dissemination Coordinator, Bonnie Smith-Dickson
Training Coordinator, Katie McCartan
Program/Evaluator (Consultant), Mary Strode
Trainer/ Replicator (Consultant), Patti Donsbach

Address:
Horrabin Hall Room 27
Western Illinois University
Macomb, Illinois 61455

Phone Number: 309-298-1634

Funding Status:

Demonstration - 3 years
Outreach - 4th year

JDRP Status:

Approved in June 1980

Brief Description of Model or Approach:

The Macomb 0-3 Project provides a home-based remediation/education service to handicapped children birth to three and to their families. It is a rural infant delivery service model which provides home visits and sharing centers (which incorporate child activities, parent study topics, and water activities). Parents are involved in all activities. The model project has demonstrated significant child gain based on Core Curriculum activities.

Project Goals:

The major goals are two-fold:
(1) To increase high quality specialized services in rural areas to handicapped and high risk children from birth to three years of age, and to their parents.
(2) To develop an effective Outreach model for rural communities using selected components or the complete model demonstrated by the Macomb 0-3 Regional Project.
Meeting the goals will result in an increase in the number of programs for infants and young children in rural areas.

Project Components:

(1) Home Visits
(2) Sharing Centers
(3) Water Activities (WADE)
(4) Program Management
All components contain evaluation.

September, 1981

Products Available:

Core Curriculum:

(1) Have Wagon: Will Travel (Sharing Center Curriculum)
(2) You Can Make It: You Can Do It (Toy Patterns)
(3) Everything AND the Kitchen Sink (Toy Ideas)
(4) Your House or Ours (Home visit overview)
(5) Thirty-one "Baby Buggy" papers pertaining to implementation and operation of an infant project
(6) Slide tapes:
    (a) Overview
    (b) Home visits
    (c) Sharing centers
    (d) Development of physical knowledge
    (e) Development of object permanence

Focus of Current Activities:

Current outreach activities include maintaining sites and stimulating new sites; refining core curriculum and slide/tape series on curriculum; conducting workshops, training sessions, symposiums; reviewing and revising written materials and producing new subject papers. The Project is home-based with home visits the primary focus of educational activities. Sharing centers provide opportunity for children and parents to learn together in group sessions where interaction with typical children provides a least restrictive environment. Handicapping conditions addressed include the wide range found in sparse rural populations, from mild to severe.

Services Available to Other Programs:

(1) Cooperative activities related to training
(2) Consultation in related content areas

Types of Technical Assistance:

(1) Training and inservice workshops at site
(2) Visitation to replication sites by Outreach staff
(3) Consultation
(4) Written materials
(5) Continued communication with sites by telephone and/or visitation

Technical assistance subjects include:

(1) Referral and assessment of child progress
(2) Staff and program development and evaluation
(3) Developing public awareness and support
(4) Working with parents as primary change agents
(5) Core curriculum implementation and adaptation
(6) Development of activity plans and bi-yearly goals
(7) Creating an advisory council
(8) Cooperation with other agencies and with the medical community
(9) Parent study groups
(10) Transitioning

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Cost of Technical Assistance:

Travel expenses (transportation, lodging, food). Costs are negotiable.

Implementation Requirements:

Participate in initial training; host on-site follow-up training as needed; host follow-up evaluation at two and four months after completion of training; complete other follow-up questionnaires; document number of children and parents participating. Provide local staff at the rate of 1.5 per 15 children, and local financial support.

Cost of the Model:

Cost depends on local salary scales and travel distances. Approximately $36,158 for installation; $33,558 for subsequent years, includes major outlay for personnel. Cost per child: initial start-up cost $2411 per year per child; recurring cost $2237 per year per child.

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PEECH - PRECISE EARLY EDUCATION FOR CHILDREN WITH HANDICAPS

Name of Project Director: Merle B. Karnes

Other Staff Positions: Coordinator, Anna Marie Kokotovic
Replication Specialist, Ann Hawks

Address:
University of Illinois
Colonel Wolfe School
403 East Healey
Champaign, Illinois 61820

Phone Number: 217-333-4894

Funding Status:

Demonstration - 3 years
Outreach - 8th year

JDRP Status:

Approved in 1976

Brief Description of Model or Approach:

PEECH is a center-based program for three-to-five year old mild to moderately handicapped children. PEECH includes all the necessary components of a model program-administration, services to children, family involvement, staff development evaluation, and replication and provides training to assist in adapting these components to the individual needs of selected programs throughout the country.

Project Goals:

(1) To train selected site personnel in the procedures for developing, implementing, and demonstrating a model early education program for preschool handicapped children.
(2) To develop and disseminate materials to assist early childhood personnel in the education of handicapped children.

Project Components:

The PEECH Project includes 20 components in the following areas:
(1) Comprehensive identification, screening and evaluation
(2) Classroom management procedures
(3) Individualized instructional programming
(4) Comprehensive record keeping
(5) Individualized family involvement
(6) Program evaluation

Products Available:

1. (1) Classroom Planning and Programming Manual
2. (2) Family Involvement Manual
3. (3) Numerous reprints and handouts

Focus of Current Activities:

Providing training to programs servicing three-to-five year old mild to moderately handicapped in a center-based setting is the major focus.

Services Available to Other Programs:

(1) Observation of demonstration center
(2) Training workshops
(3) Indepth training at a replication site

Types of Technical Assistance:

A specialist fully trained in the PEECH approach will provide training specifically adapted to each site's needs. This includes:
(1) Regular visits to the site for one school year
(2) Frequent contact by phone and mail
(3) Workshops and technical assistance in all components of PEECH
(4) Classroom observation and feedback
(5) Continuing assistance and support for sites who are replicating and disseminating PEECH following the first year of training

Cost of Technical Assistance:

Most is free. Replication sites must pay the cost of attending a one week workshop at the University of Illinois.

Implementation Requirements:

To replicate PEECH, a program must obtain administrative support and a source of funding, identify children, employ staff, cooperate in all evaluation efforts, and share some costs.

Cost of the Model:

Replication of PEECH includes the regular costs of operating an early childhood program in a particular area plus the cost of attending a week long workshop in Illinois.

THE PEORIA 0-3 OUTREACH PROJECT

Name of Project Director: Kryss Montgomery

Other Staff Positions:
Project Coordinator/Child Development Specialist, Shirley Strode
Materials Coordinator/Evaluator, Lynn Barnett
Speech/Language Pathologist, Eleni Calbos
Registered Physical Therapist
Secretary, Madeline Snider

Address:
United Cerebral Palsy of Northwestern Illinois and
Peoria Association for Retarded Citizens, Inc.
320 E. Armstrong Avenue
Peoria, Illinois 61603

Phone Number: 309-672-6340

Funding Status:

Demonstration - 3 years
Outreach - 7th year

Brief Description of Model or Approach:

This medical/educational/therapeutic model is based upon a developmental task analysis approach to prescriptive teaching delivered primarily in the home by parents with direction from professionals. The ongoing direct service program serves birth-to-three year old mild to severe developmentally delayed children and their families. The service program is comprised of several components including: awareness and identification of young handicapped children; comprehensive diagnostic and evaluation services; IEP planning, homebased programming using the *Functional Profile* to assess child progress; center-based programming; occupational, physical and speech/language therapy when appropriate; and parent education and support.

Project Goals:

(1) To improve the quality of intervention services available for birth-to-three year old developmentally delayed children and their families.
(2) To provide on-site technical assistance and training for agencies initiating or expanding birth-to-three services based upon the Peoria 0-3 Model.
(3) To provide consultation and supplemental materials for cooperating sites in the areas of homebased programming, classroom programming, therapy, and parent involvement.

(4) To demonstrate a comprehensive system of services for birth-to-three year old handicapped children and their families which could be adapted to both rural and urban settings.
(5) To develop materials available for dissemination, increase awareness, and facilitate development of programs for unserved and under-served handicapped infants/toddlers and their families.

Project Components:

(1) Identification and evaluation process
(2) Home-bound programming
(3) Parent involvement
(4) Assessment tool - *Functional Profile*
(5) Handling and feeding techniques
(6) Language programs
(7) Physical, occupational, and speech therapy programming
(8) Center-based preschool program for 18 month to 3 year old children

Products Available:

Printed materials include:
(1) *A Replication of a 0-3 Project* (programming manual)
(2) *The Functional Profile*
(3) The States of Grief
(4) "Guidelines for Developing Communication Boards for the Non-Verbal Physically Handicapped Individual"
(5) "The What's, Why's, and How's of Total Communication"
Other printed materials are available upon request.

Audio-visual aids include:
(1) Slide tape presentations on the model program and normal/abnormal motor development
(2) Videotapes on alternate communication and the development of normal movement.

Focus of Current Activities:

During the past six years, technical assistance and training have been provided to 119 programs based on the Peoria 0-3 Model. This training is individualized and goal directed. The Peoria 0-3 Replication Rating Scale is used in Outreach training to describe the Peoria 0-3 Model Program, assess the cooperating site's needs, define training objectives, guide training efforts, measure site progress, determine training effectiveness, and assess model validity. In addition to the provision of services for cooperating sites, the Peoria 0-3 Outreach Project disseminates thousands of project materials each year. Awareness, introductory and topical workshops are presented each year at the local, state, regional, and national levels.

Services Available to Other Programs:

(1) Technical assistance
(2) Training

Technical assistance and training which are based on the Peoria 0-3 Model Program are individualized and goal directed to meet the specific needs of each site program. Training strongly emphasizes the team approach and includes the development of skills and competency in two or more of the adapted/adopted model components listed under "Project Components."

Types of Technical Assistance:

See "Services Available to Other Programs."

Costs of Technical Assistance:

Cost is negotiable.

Implementation Requirements:

Adopters must currently be serving an infant/toddler population. Staffing required for a 20-child program: a child development specialist (full-time), a speech therapist (part-time), and an occupational and/or physical therapist (part-time). Access to a diagnostic and evaluation clinic is required. Adopters must be willing to work with parents. Project focus is to provide comprehensive services. Individual components can be adopted, subject to needs assessment of the individual community. Two or more components must be adopted/adapted to be considered an implementation. A minimum one-year commitment is required.

Cost of the Model:

Start-up cost of the direct services program for 20 children: $1200-$2000; this figure includes books, materials, and equipment. Approximate cost of the home-based component per child per year, including therapy: $2000. Cost of training for LEAs depends on the amount of federal funding available to support the effort.

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THE PRE-START PROGRAM

Name of Project Director: Jennie E. Swanson

Other Staff Positions:
Family Coordinator, Margaret Brennan
Medical Consultants, Craig Anderson
Silvio Aladgem
Nurse Practitioner
Secretary, Bonnie Delander

Address:
Loyola University Stritch School of Medicine
Department of Pediatrics
2160 South First Avenue
Maywood, Illinois 60153

Phone Number: 312-531-3499

Funding Status:

Model Services are funded by the Department of Pediatrics and the National Institute For Handicapped Research (NIHR).

Brief Description of Model or Approach:

The Pre-Start model is a follow-up system which is designed to emphasize and enhance the competencies of parents and children. Early and on-going support is offered to parents beginning at the birth of their child. Support is offered through active listening, information, involvement in supportive networks, on-going assesments beginning with screening, parent-to-parent interactions, engaging parents as partners in development, and facilitating positive parent-infant transactions. The focus is on the prevention of negative environmental influences, the early identification and elimination of abnormal or delayed developmental patterns, and parents as partners. The model may be replicated in a community hospital, a medical center, school, community center, or in the home.

Project Goals:

(1) To provide a model for high-quality, low-cost systematic follow-up with active parent participation.
(2) To emphasize and enhance the competencies of parents and their infants.
(3) To serve as resources to parents, infants, parent groups, and the community.
(4) To provide opportunities for parents to experience positive interactions with their infants.
(5) To document the rate and patterns of neurodevelopment in infants beginning at birth.

(6) To provide individualized and comprehensive services based on assessed needs.
(7) To provide on-going care coordination beginning at birth through a community linkage system.
(8) To encourage parental self-help, mutual aide, and outreach.
(9) To provide a computerized data management system for rapid retrieval of child, parent, and program data and analysis.
(10) To support the parent-run organization.

Project Components:

(1) Crisis Support For Parents (parent-to-parent callers, parent sharing session, and staff contact)
(2) On-going computerized physical, nutritional, and neurodevelopmental assessment beginning at the term date (the due date)
(3) Parent education
(4) Parental charting of their child's competencies
(5) Extended family involvement
(6) Care Coordination
(7) Referral to community services if needed
(8) Training sessions for parent callers
(9) Parent library
(10) Professional and public education

Products Available:

(1) Program brochure
(2) In The First Days
(3) Reaching Out
(4) Your Baby's Special Care
(5) Going Home From the Special Care Nursery
(6) The Pre-Start Model
(7) Parenting (Piaget in Prose)
(8) Assessment of Term Characteristics (with administration manual)
(9) 3/4" Video tapes
    (a) Partners in Child Development
    (b) Five Families
    (c) Parent Interview
    (d) Assessment of Term Characteristics #1
(10) Custom-designed computerized data management program for collaborative studies

Focus of Current Activities:

The Pre-Start Project is located in a major medical center which has a perinatal division, a medical school, a hospital, and an out-patient clinic. The focus is on the prevention and early identification of handicapping conditions in high-risk infants through parent support, education and involvement. Services are available based on family and infant needs by a transdisciplinary team which includes parents.

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Services Available to Other Programs:

(1) Consultant services (on parenting, parent support groups, assessment of the newborn, neurodevelopment, parent-infant transactions, infant follow-up, the Pre-Start Model, high-risk infants, etc.)
(2) Training and inservice workshops at site, on-site visitation, and individualized training programs
(3) Parent Programs (by parents)
(4) Written materials

Types of Technical Assistance:

(1) Program Needs Assessment
(2) Program Administration, Development, and Evaluation
(3) Consultant services
(4) Staff training

Cost of Technical Assistance:

Travel expenses (transportation, lodging and food). Fee is negotiable.

Implementation Requirements:

Must complete an evaluation of services received.

Cost of the Model:

Costs depend on local salary scales and travel distances. Cost per child in the model program are $111.35 per child per year plus personnel fringe benefits and indirect cost requirements of the agency/institution.

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RETRIEVAL AND ACCELERATION OF PROMISING YOUNG HANDICAPPED AND TALENTED (RAPYHT)

Name of Project Director: Merle B. Karnes

Other Staff Positions: Coordinator, Elayne Tiritilli
Replication Specialist, Jane Amundsen

Address:
Colonel Wolfe School
403 E. Healey
Champaign, Illinois 61820

Phone Number: 217-333-4891

Funding Status:

Outreach - 3rd year

Brief Description of Model or Approach:

The RAPYHT model, a complete approach to identifying and programming for individual gifted/talented handicapped children (3 to 6), has been demonstrated as effective in a variety of preschool special education settings. Direct services are provided to teachers who assess and improve individual talent area capabilities as well as offer information and materials to the families of those children identified as gifted/talented. Pre- and post-test data, obtained on all children, offer additional areas of emphasis for programming.

Project Goals:

(1) To train site personnel to screen, identify, assess and provide appropriate educational services for gifted/talented handicapped preschool children.
(2) To facilitate awareness and disseminate materials in order to provide improved services for gifted/talented handicapped preschoolers.

Project Components:

(1) Screening for talent
(2) Talent assessment in nine talent areas
(3) Individualized programming
(4) Family involvement

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Products Available:

(1) Preschool Talent Checklist
(2) Nurturing Talent in Early Childhood Series (in eight talent areas)

Focus of Current Activities:

The RAPYHT Project's goals for those children identified as gifted/talented include: increasing the child's ability to engage in divergent thinking, increasing basic skills within the child's talent area(s), and broadening the child's interests within his/her talent area(s). RAPYHT has been demonstrated as effective in a variety of preschool special education settings with children representing a broad range of special problems.

Services Available to Other Programs:

(1) Awareness workshops and materials
(2) Consultation

Types of Technical Assistance:

(1) Regular visits to the site by Outreach specialists
(2) Inservice training workshops at the site
(3) Printed materials needed to implement the model and program effectively
(4) Continuing communication with the replication site

Cost of Technical Assistance:

No cost to official RAPYHT sites.

Implementation Requirements:

Selection of replication/demonstration site is based on total population or preschool handicapped children being served, willingness of the site to cooperate fully in replication of RAPYHT, and replication/demonstration site's potential impact on other preschool programs in the state.

Cost of the Model:

Aside from teacher released time to attend RAPYHT workshops, financial expenditures to implement the RAPYHT model are minimal.

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PROJECT RHISE/OUTREACH

Name of Project Director: Steven Lynn Smith

Other Staff Positions: Training Consultants, Dick Rundall
Diane Kastelic
Susan Hall
Secretary, Ruth Ross

Address:
Children's Development Center
650 North Main Street
Rockford, Illinois 61103

Phone Number: 815-965-6766

Funding Status:

Outreach - 4th year

Brief Description of Model or Approach:

Project RHISE utilized the Consultancy Model to serve a wide range of young handicapped children, birth-to-three years of age and their families. The Consultancy Model which is a transdisciplinary approach is adaptable to home-based or center-based programs in both rural and urban areas. In the Consultancy Model one primary person relates to the parent and child with ongoing support from other team members through systematic in-service and case-specific consultation. Parents are viewed as the primary facilitators of their child's development. Parent training and support are provided with the parent-to-parent approach being emphasized. Child progress is measured by standardized assessments and the RIDES.

Project Goals:

To increase the impact of services to very young handicapped children ages birth-to-three years and their families through the implementation of new, expanded, and improved services utilizing the Project RHISE model. Specific goals include:
(1) Increasing the number of children and families receiving services.
(2) Increasing funding for services for young handicapped children, replication of model components, and the development of new or improved services, and the collection of child and parent progress data.

Project Components:

(1) Children's Program
  (a) Consultancy Model
  (b) DDST Training
  (c) RIDES
  (d) Curriculum Syllabus
(2) Parent Program
  (a) Parent Needs Assessment
  (b) Services for Parents
(3) Organizational Framework
  (a) Child-Parent Progress Measurement
  (b) Mobile Van
(4) Community Relations
  (a) Community Awareness
  (b) Child Find

Products Available:

(1) Growth & Development Poster
(2) Child Find Workshop Proceedings
(3) A Parent Program: Parents and Professionals Working Together
(4) Parent Needs Assessment Package
(5) Parent Program Learning Packages
(6) Parent Lending Library-Annotated Bibliography
(7) Selected Bibliography regarding Understanding and Counseling Parents of Handicapped Children
(8) The Consultancy Model: Concept and Procedure
(9) Rockford Infant Developmental Evaluation Scale (RIDES)
(10) Curriculum Syllabus

Focus of Current Activities:

For FY 1981 Project RHISE is providing training and technical assistance at six continuing replication sites and 10 new replication sites in the states of Illinois, Wisconsin, Ohio and Minnesota. Many current replication sites are located in rural areas in Illinois and Wisconsin, while several sites are located in more urban areas including Milwaukee, Chicago, and suburban St. Paul, Minnesota. More limited training and presentations at conferences are provided. Materials and information are distributed nationally.

Services Available to Other Programs:

(1) Technical Assistance
  (a) Program needs assessment
  (b) Long-term training to replicate the Project model
  (c) Short-term training
  (d) Topic-specific workshops
  (e) Onsite consultation

- (f) Observation and training at Children's Development Center (Project demonstration site)
- (g) Product dissemination
- (h) Response to requests for information

(2) Training
The major focus of Project activity is to replicate the Project model which involves long-term training and technical assistance. However, as time permits, some more limited training and individual workshops are available.

Types of Technical Assistance:

See "Services Available to Other Programs."

Cost of Technical Assistance:

Cost of technical assistance are negotiable, but usually only involve reimbursement for travel expenses.

Implementation Requirements:

To be a replication site requires a commitment to replicate either the Consultancy Model or Parent Program or, in most cases, both. A commitment to be a replication site requires the program to make staff available for training and consultation and to be willing to make the necessary structural changes within their program to appropriately implement the Consultancy Model and/or Parent Program.

Cost of the Model:

Minimal additional costs are incurred to replicate the Consultancy Model in an existing program. When children are served through the Consultancy Model, usually the per child cost per year is less than $2000. Total cost to establish a program for 40 children is around $80,000 depending on local salary levels and amount of travel.

RURAL INFANT EDUCATION PROJECT (RIEP)

Name of Project Director: Larry Bachus

Other Staff Positions: Project Psychologist, Larry Eno
Teachers, Donna Best
Karen Wordelman
Program Assistants, Michele Young
Debbie Willis

Address:
Wabash & Ohio Valley Special Education District
Box E
Norris City, Illinois 62869

Phone Number: 618-378-2131

Funding Status:

Demonstration - 1st year

Brief Description of Model or Approach:

Program is a home-based adaption of the Portage Project with the main approach of teaching parents to be primary interventionists.

Project Goals:

(1) To develop curriculum materials and criterion-referenced assessment materials.

Project Components:

(1) Medical diagnostic component
(2) Direct services to child/parent
(3) Supportive services

Products Available:

None at present time - will be developed later.

Focus of Current Activities:

Provide direct services to parents and children birth to three determined to be at risk socially, medically, and educationally.

Services Available to Other Programs:

None at present - eventually will have materials available pertaining to curriculum and assessment instruments in rural or urban areas.

Types of Technical Assistance:

Consultant services

Cost of Technical Assistance:

Negotiable

Implementation Requirements:

Not applicable

Cost of the Model:

Not applicable at present time

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APPENDIX I. SAMPLE OUTREACH ADOPTION SITE AGREEMENTS

AGREEMENT: REPLICATION OF COMPONENT

Outreach: Macomb 0-3 Regional Project

United Cerebral Palsy agrees to replicate the WADE component(s) of the Macomb 0-3 Regional Project model. Training will involve 25 staff members, serving 84 children.

UCP.A of St. Louis agrees to:

1. Participate in initial training at the Project site for 25 staff members.
2. Host on-site follow-up training as needed.
3. Host component follow-up evaluation at two months and four months after completion of training. This evaluation may include observation, videotaping and questionnaires.
4. Complete other follow-up questionnaires.
5. Document number of children and parents participating in the Swimming - WADE component and supply information on handicapping conditions.

The Outreach: Macomb 0-3 Regional Project staff will:

1. Provide initial training for 25 staff members at the Project site for 1 day(s).
2. Provide pertinent written materials to replication staff free of charge.
3. Provide on-site follow-up training as needed.
4. Provide component follow-up evaluation at two months and four months after completion of training.
5. Be available for consultation and further training as requested.

7-20-81
Date

, Director of Medical Professional & Social Service
Replicating Agency

Outreach: Macomb 0-3

AGREEMENT: ADOPTION OF MODEL

A.R.C.N.S. agrees to replicate the Macomb 0-3 Regional Project model for services to handicapped children and their families. Replication of the model will involve _____ staff members, serving _____ children.

A.R.C.H.S. agrees to:

1. Implement the home visit and sharing center components of the model.
2. Participate in initial training at the Project site for 1 staff members.
3. Host on-site follow-up training as needed.
4. Host follow-up evaluations two month and four months after completion of training. These evaluations may include observations, videotapings of activities and completion of questionnaires by staff and parents.
5. Complete child and parent assessments at six month intervals.
6. Document the number of parents and children participating in home visits and sharing centers. Document number and types of handicapping conditions.

The OUTREACH: Macomb 0-3 Regional Project staff agrees to:

1. Provide initial on-site training for 1 staff members for _____ day(s).
2. Provide written materials needed for training and replication free of charge.
3. Provide on-site follow-up training as needed.
4. Conduct follow-up evaluations two and four months after training.
5. Be available for further consultation and training if requested.

Replication Agency — 12/2/81
Date

OUTREACH: Macomb 0-3 Regional Project
Date

S5.1
10/81

AGREEMENT: ADOPTION OF COMPONENT

OUTREACH: Macomb 0-3 Regional Project

[illegible] agrees to adopt the Sharing Center component(s) of the Macomb 0-3 Regional Project model. Training will involve 3 staff members, serving 40 children.

0-3 program staff agrees to :

1. Participate in initial training at the Project site for 2 staff members.
2. Host on-site follow-up training as needed.
3. Host component follow-up evaluations two months and four months after completion of training. These evaluations may include observation, videotaping of activities and completion of questionnaires by staff and parents.
4. Document number of children and parents participating in the Sharing Center component and supply information on handicapping conditions.

The OUTREACH: Macomb 0-3 Regional Project staff will:

1. Provide initial training for 2 staff members at the Project site for 1 day(s).
2. Provide pertinent written materials to staff free of charge.
3. Provide on-site follow-up training as needed.
4. Provide component follow-up evaluations two months and four months after completion of training.
5. Be available for consultation and further training as requested.

11-12-81
Date

[illegible]
Adopting Agency

10-26-81
Date

Kathleen McCartan
OUTREACH: Macomb 0-3 Regional Project

S 6.1
10/81

AGREEMENT: REPLICATION OF MODEL

HOLIDAY SCHOOL agrees to replicate the Macomb 0-3 Regional Project model for services to handicapped children and their families. Replication of the model will involve 2 staff members, serving 22 children.

HOLIDAY SCHOOL agrees to:

1. Implement the home visit and sharing center components of the model.
2. Participate in initial training at the Project site for 2 staff members.
3. Host on-site follow-up training as needed.
4. Host follow-up evaluations two month and four months after completion of training. These evaluations may include observations, videotapings of activities and completion of questionnaires by staff and parents.
5. Complete child and parent assessments at six month intervals.
6. Document the number of parents and children participating in home visits and sharing centers. Document number and types of handicapping conditions.

The OUTREACH: Macomb 0-3 Regional Project staff agrees to:

1. Provide initial on-site training for _____ staff members for _____ day(s).
2. Provide written materials needed for training and replication free of charge.
3. Provide on-site follow-up training as needed.
4. Conduct follow-up evaluations two and four months after training.
5. Be available for further consultation and training if requested.

David J. Khaley, Ex. Director
Replication Agency

11-3-81
Date

Patricia L. Hutinger
OUTREACH: Macomb 0-3 Regional Project

October 22, 1981
Date

AGREEMENT: REPLICATION OF COMPONENT

Outreach: Macomb 0-3 Regional Project

The Lake-McHenry Regional Pro. agrees to replicate the Sharing Center component(s) of the Macomb 0-3 Regional Project model. Training will involve 11 staff members, serving ±400 children.

The Lake-McHenry Regional Program agrees to:

1. Participate in initial training at the Project site for 11 staff members.
2. Host on-site follow-up training as needed.
3. Host component follow-up evaluation at two months and four months after completion of training. This evaluation may include observation, videotaping and questionnaires.
4. Complete other follow-up questionnaires.
5. Document number of children and parents participating in the Sharing Center component and supply information on handicapping conditions.

The Outreach: Macomb 0-3 Regional Project staff will:

1. Provide initial training for 11 staff members at the Project site for 1 day~~(s)~~. (October 5, 1981)
2. Provide pertinent written materials to replication staff free of charge.
3. Provide on-site follow-up training as needed.
4. Provide component follow-up evaluation at two months and four months after completion of training.
5. Be available for consultation and further training as requested.

11-16-81
Date

Replicating Agency

Outreach: Macomb 0-3

APPENDIX J. OUTREACH STAFFING MINUTES

Site Staffing
September 17, 1981

Present:
- Cathy Cunningham
- Pam Smith
- Patricia Hutinger
- Katie McCartan
- Bonnie Smith-Dickson
- Marilyn Johnson

Discussion of number of caseload:
- Cathy--21 children
- Marilyn--7 children (developmentally delayed)
- Pam--16 children (varied)

Steps for placement of children
- Steps-Up is criteria we now use
- Need more specific criteria
- Need to decide on kinds of children we admit to the program, guidelines
- PARC is broadening their base to include socially deprived as well as handicapped. Should we?
- This will be brought up at 0-3 Consortium meeting October 7

Problems with parent involvement
- Pam having success with bizarre planned for November 1
  - Parents actively involved in planning and carrying out of plans

Necessary forms for the CDS's (attempt to eliminate those unnecessary)
- Hutinger says it's no longer necessary to do SAAP
- Child Summary Sheet?
- Parent Satisfaction Data--necessary, but needs revision
- Sharing Center Evaluation Form--need records of what has been done at Sharing Centers--This information is on other forms, so may be discontinued. We just need to know what's happened and who was there and Activity Plans
- Parent Feedback Forms--needed the most. Do Parent Satisfaction Form every 6 months

Introduction to Katie--her background, interests, position within the Project
- Offer to help with the speech therapy

Problems With Sharing Centers:
- Cathy having problem of no interest, attendance or time
- Pam's Sharing Centers going okay

Case of child discussed

Need test scores on children
- Last year's data showed significant gain
- Do every six months
- Will send Jack Irwin's data to Pam and Cathy

Need list of guests or visitors
Presentation done
Number of handicapped kids served by those there. Also the names and addresses of those present

Decision to have staffings once a months

Next meeting bring all data that you have to keep in records

Katie will help when you do the API on your children

Discussion of ID numbers--After you get to 399, then what?

Next meeting: October 23, 12:00 in the Atrium at Horrabin Hall, WIU

Site Staffing
December 16, 1981
Minutes

Present: Cathy Cunningham
Marilyn Peterson
Pam Smith
Judy Zimmerman
Katie McCartan

1.0 Review of Project forms

1.1 Reviewed forms to be used.
They include:

Sharing Center Evaluation
WADE Evaluation
REEL
Alpern Boll
Evaluation Checklist
Child Summary
Parent Questionnaire
Initial Home Visit/Evaluation Permission
Parent Approval for Placement
Termination Form
Monthly Service Record
Bi-Yearly Goals/I.P.P.
Systematic Observation

1.2 Parent Questionnaire. Need for and use of questionnaire has not been clear to parents or staff. It would be more useful if it were more specific. Pam, Cathy and Marilyn will review and send Katie their comments. A revised questionnaire will be developed.

2.0 Schedule for Evaluations

2.1 Parent evaluations should be completed by January 30.
2.2 Pam, Cathy and Marilyn completed evaluations of outreach services.
2.3 Katie's observations of home visits and sharing centers were scheduled.

3.0 New Outreach Grant

3.1 Grant is due February 10
3.2 Each site is asked to send to Patti a letter of support. Letter should indicate each programs willingness to continue as a continuation site. Also, an indication of appreciation of project's organization of Regional 0-3 Consortium would be helpful.

4.0 Needs Assessment

4.1 Pam, Cathy and Marilyn completed staff needs assessment form.
4.2 Katie will review results and plan activities accordingly.

APPENDIX K. SELECTED ARTICLES ABOUT MACOMB 0-3 REGIONAL PROJECT

FINDING AND EDUCATING HIGH-RISK AND HANDICAPPED INFANTS

Edited by

Craig T. Ramey, Ph.D.
Professor of Psychology and Director of Research
Frank Porter Graham Child Development Center
University of North Carolina at
Chapel Hill

and

Pascal L. Trohanis, Ph.D.
Principal Investigator and Director of TADS
Frank Porter Child Development Center
University of North Carolina at
Chapel Hill

University Park Press / Baltimore

9

A Report on Selected Demonstration Programs for Infant Intervention

Pascal L. Trohanis, James O. Cox, and Ruth A. Meyer

Infant intervention programs provide early, comprehensive, and effective treatment to handicapped infants or those at risk for developmental disorders. Whether the intervention is preventive, ameliorative, or remedial in nature, the goal is the same for infants to have a better opportunity for a full and productive life.

This chapter provides timely information for developing new intervention programs or maintaining and improving existing practices.

Pascal L. Trohanis is director of the Technical Assistance Development System (TADS) of the Frank Porter Graham Child Development Center, and associate professor of education at the University of North Carolina at Chapel Hill.

James O. Cox is technical assistance coordinator for demonstration projects at the Technical Assistance Development System (TADS), Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

Ruth A. Meyer is a writer and editor based in Atlanta, Georgia, and a former publications coordinator for the Technical Assistance Development System (TADS), Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

Table 1. Selected comparative information about nine demonstration programs

	Areas of comparison				
Project name and location	Type of handicapping condition served (10 PL 94-142 categories)	Age range and approximate number of clients served annually	Type of approach	Service delivery mode	Geographic service area
Peoria 0-3 Replication Project Peoria, IL	All except learning disabled	0 to 3 years 66 clients	Medical/educational based on developmental task analysis	Home- and center-based	Urban multi-county area
PEERS Project Philadelphia, PA	All	0 to 4 years 33 clients	Developmental	Home- and center-based	Urban area
KIDS Project Dallas, TX	MR, seriously, emotionally disturbed, LD, orthopedically impaired, other health impaired	0 to 3 years 61 clients	Developmental/prescriptive	Home- and center-based	Urban area
Project SKI*HI Logan, UT	Deaf, hard-of-hearing, deaf/blind	0 to 6 years 32 clients	Developmental	Home-based	Statewide area
Kent First Chance Project Kent, OH	All except learning disabled and seriously emotionally disturbed	3 to 13 months 200 clients	Developmental/behavioral	Hospital-based	State and nationwide area
Teaching Research Infant and Child Center Monmouth, OR	All except learning disabled	0 to 3 years 96 clients	Developmental/behavioral	Home- and center-based	Rural single county area
EMI Project Charlottesville, VA	All except seriously emotionally disturbed	0 to 2 years 30 clients	Piagetian/neurodevelopmental	Home- and hospital-based	Rural multi-county area
Macomb 0-3 Regional Project Macomb, IL	All except learning disabled	0 to 3 years 50 clients	Developmental/Piagetian	Home-based	Rural multi-county area
The Model Preschool Center for Handicapped Children Seattle, WA	MR, visually handicapped, orthopedically impaired, other health impaired	0 to 3 years 94 clients	Developmental/diagnostic prescriptive/behavioral	Center-based	Statewide area

Areas of comparison					
Type of fiscal agency	Number of Years in operation as of 12/79	Funding sources	Number of replication sites	U.S. Dept. of Education JDRP approval	Print materials available
Private nonprofit agency	4½	90% state 10% county	99	Yes	Yes
Private nonprofit agency	7	90% local 10% state	1	No	Yes
Local educational agency	4	100% local	4	No	Yes
State school for deaf	7	100% state	17	Yes	Yes
Cooperative: higher education institution and private hospital	6	100% federal	3	No	Yes
Higher education institution	7	85% local 15% state	100	Yes	Yes
Hospital/ medical school	7	90% state 10% fees	4	No	Yes
Cooperative: higher education institution and rehabilitation facility	5	90% state 10% local	2	Yes	Yes
Higher education institution (UAF)	10	17% federal 58% state 24% local 1% contributions	8	Yes	Yes

Materials Available

1. EMI Asessment Scale
2. EMI curriculum pool materials
3. EMI infant learning packets
4. "The EMI High-Risk Nursery Intervention Manual"
5. Guidelines for working with parents of handicapped infants
6. A list of additional materials and selected bibliographies may be obtained by writing to the project.

For Information, Contact

Kathy Steward, Director
Education for Multihandicapped Infants
University of Virginia Medical Center
Box 232
Charlotesville, Virginia 22908
(804) 924-5161

THE MACOMB 0-3 REGIONAL PROJECT
MACOMB, ILLINOIS—A Home-Based Program

Background and Program Overview

The project was initiated in 1975 at Western Illinois University as a demonstration project of the federal Handicapped Children's Early Education Program to serve three rural counties. These counties contain a population with varied socio-economic backgrounds, occupations, and education. Since the 3-year HCEEP grant ended, service to children and families has been continued with local resources from a nearby county rehabilitation center and a community workshop. Another HCEEP grant has been funding outreach and training activities since 1978.

The Macomb project is a home-based one that provides each child with an individualized remediation and educational program. The project, which provides weekly home visits by a child development specialist (approximately 1 hour in length), stresses active parent/caretaker involvement. A core curriculum follows developmental/Piagetian principles with adaptations for specific handicapping conditions. A second major component of the project is a Sharing Center. Convened biweekly in churches, community buildings, or homes, it brings together six to seven families to participate in activities with their children and to gain new skills and information. Parents also construct toys in special workshops.

Sharing Centers provide an opportunity for handicapped children to participate in activities with nonhandicapped children, which gives them at least a certain amount of experience in a less restrictive environment.

An alternative Sharing Center activity component is Water Activities for Developmental Enhancement (WADE), with a donated community pool used for enhancing appropriate motor activities.

The 50 children served by the project, ages birth to 3 years, have a wide variety of impairments and degrees of severity—mental retardation, deafness, speech impairment, and orthopedic impairment. Also, the children may be high risk because of such factors as low birthweight and developmental delays of at least 6 months in one area.

Evidence of Effectiveness

From its beginnings, Macomb has emphasized program evaluation. Data have been collected systematically in such areas as child gain, parent change and satisfaction, staff improvement and overall project design. For child gain scores, two formal measures have been used: the Alpern-Boll Developmental Profile and the Bzoch-League Receptive-Expressive Emergent Language Scale (REEL). Children are tested upon entrance to the project and at 6-month intervals. Pre-post multivariate analysis of variance (and other statistical evidence) determined for both measures indicated that the project is effective. Analysis of a parent satisfaction questionnaire, which is administered initially at 3-month and at 6-month intervals thereafter by independent trained observers, found that project activities also led to parent gains. This evaluation data was presented to the Department of Education's Joint Dissemination and Review Panel (JDRP) and the program was validated in May, 1980.

Further evidence of effectiveness is replication and adaptation of project components by other preschools and day care centers in both Illinois and neighboring Iowa. Also, the project has developed and makes available numerous publications and audiovisual products. Finally, the project collaborates with Western Illinois University on a wide range of formal coursework in-service training.

Implementation Requirements

The costs for this home-based rural effort are relatively low. Including initial investment, the cost per child is approximately $2,350 for a 12-month period. This figure is based on one full-time and one half-time child development specialists (CDS) and a caseload of 15 children. Other implementation recommendations include: availability of transportation equipment (from cars to mobile vans, which may be used as demonstration-teaching classrooms when home space is inadequate); use of the core curriculum and measurement instruments; employment of CDSs with majors in special education or early childhood with continuing inservice; access to specialists such as physicians, speech and hearing diagnosticians, and physical therapists—and appropriate manipulative equipment, raw materials, and toys—and finally, access to community facilities for implementing the Sharing Center component and access to a community swimming pool.

Materials Available

An extensive array of print and audiovisual products are available, featuring an entire series of materials under the Baby Buggy label. Contact the project for an order form and product catalog.

For Information, Contact

Patricia Huntinger
Director
Outreach: Macomb 0-3 Regional Project
27 Horrabin Hall
Western Illinois University
Macomb, Illinois 61455
(309) 298-1634

THE MODEL PRESCHOOL CENTER FOR HANDICAPPED CHILDREN/SEATTLE, WASHINGTON—A Center-Based Program

Background and Program Overview

The Model Preschool Center was one of the first 24 demonstration projects funded in 1969 by the Handicapped Children's Early Education Program, which is sponsored by the federal government. A part of the University of Washington, the center is supported by a mix of state developmental disabilities and Department of Education monies and federal and University of Washington funds. Since 1972, the center has been funded to provide interdisciplinary training and outreach assistance to such varied groups as local education agencies, Head Start, hospital programs, community colleges, and institutions of higher education.

The Model Preschool Center is composed of programs that serve handicapped infants, ages birth to 3 years, who are mentally retarded, visually handicapped, orthopedically impaired, multiply handicapped, and health impaired. The center also serves high-risk infants using some of the following risk indicators: teenage mother, alcoholic/addicted mother, low birthweight, and genetic factors. The approximately 200 children served annually represent a diverse population, that is, Caucasian, oriental, native American, black, and Chicano. The center's service

CHEER Program (Cherry Creek Early Education Reachout)
Holly Ridge Center
3301 South Monaco Parkway
Denver, CO 80220

Children (0-5 years) referred to the program are screened individually by an interdisciplinary team for all types of handicapping conditions.

Home Learning Center for Hearing-Impaired Children and Their Parents
305 N. McKinley
Ball State University
Muncie, IN 47306

This screening program is designed to find hearing-impaired infants before 2 years of age with the Infant Cassette Hearing Screening System and Behavioral Response Audiometry.

Macomb 0-3 Regional Project, A Rural Child/Find Parent Service
27 Horrabin Hall
Western Illinois University
Macomb, IL 61455

Using the "Step Ups" screening instrument, the project determines eligibility for a 0-3 program including mild delays and high-risk conditions.

Project RHISE/Outreach
Children's Development Center
650 North Main Street
Rockford, IL 61103

Delays in development are screened in three ways: children referred to the program are screened; children in known high-risk groups are routinely screened; and local mass screening efforts are made three to four times a year.

Special Infant Care Clinic
North Carolina Memorial Hospital
Chapel Hill, NC 27514

The project exclusively serves infants who have been hospitalized in the Neonatal Intensive Care Unit and who have one or more neonatal problems.

Infant Identification and Tracking Program
Maternal and Child Health Branch
Division of Health Services
Post Office Box 209
Raleigh, NC 37602

The newborn nurseries in North Carolina hospitals are utilized as the focal point for identification of high-risk newborns in order to ensure necessary care and treatment for high-risk infants and their mothers.

BEST COPY AVAILABLE

This program serves children who exhibit all types of handicapping conditions, except learning disability and serious emotional disturbances, ages birth to 3 years old. A home- and center-based approach is used. This project also operates a referral network for high-risk nurseries.

Macomb 0-3 Regional Project—A Rural Child/Parent Service
27 Horrabin Hall
Western Illinois University
Macomb, IL 60455

This home-based program provides services to children ages birth to 3 years old who exhibit any of the types of handicapping or at-risk conditions. This program is a rural infant service delivery model.

Pre-Start Project
Department of Pediatrics
Loyola University
Stritch School of Medicine
2160 South 1st Avenue
Maywood, IL 60153

This is a competency-based program for families of high-risk infants ages birth to 3 years old. Services are provided to infants with all types of handicapping and at-risk conditions through a home- and hospital-based program. Referral and consultation services are provided to other community services.

Peoria 0-3 Replication Project
913 North Western Avenue
Peoria, IL 61604

This program provides services to children ages birth to 3 years old who may exhibit any or all handicapping conditions. A home- and center-based approach is used. Special emphasis is given to the needs of severely handicapped infants and toddlers.

Project RHISE/Outreach
Children's Development Center
650 North Main Street
Rockford, IL 61103

This program serves children ages birth to 3 years old with all types of handicapping conditions. The center-based approach uses a "consultancy model," which is a dynamic interaction between the child's teacher and other clinical staff.

PREPARE
Developmental Training Center
2853 East 19th Street
Bloomington, IN 47401

Hutinger

a review and catalog of early childhood special education resources

Developed and Edited by:
Cordelia Robinson, Ph.D., Director, Special Education, M.C.R.I.
Kathleen B. Davey, M.A., Special Education/Educational Technology Consultant
Linda Esterling, M.S., Early Childhood Training Project Coordinator, M.C.R.I.

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March 1982

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Baby Buggy Book No. 2: Everything and the Kitchen Sink (Ideas for Making Toys from Household Items) A-1
Baby Buggy Book No. 3: Your House or Ours, Home Visits for Rural Handicapped Infants, Toddlers, and Their Parents D-3
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TITLE: *Baby Buggy Book No. 2: Everything and the Kitchen Sink (Ideas for Making Toys from Household Items)*

AUTHORS: Edited by Patricia L. Hutinger, Ed.D.
and Dennis L. Ettinger, Ph.D.

PUBLISHER: College of Education
Western Illinois University
Macomb, Illinois 61455
1977-78

Cost: $1.50

Format:
8½" x 11", 3-hole-punched, printed booklet
Length: 23 pages

SUMMARY: **Purpose:**
Describes ideas for making toys from materials commonly found in most households.

Uses:
An idea resource book for parents, teachers, grandparents of infants and toddlers (age: birth to 3 years).

TITLE: *Baby Buggy Book No. 4. You can Make It. You Can Do It (A group of toys and games to make for little children.)*

AUTHORS:
Patricia Hutinger
Ron Baker
Diana Bartnich
Patricia Donsbach
Cathleen Hommel

PUBLISHER:
College of Education
Western Illinois University
Macomb, Illinois 6 455
1977-78

Cost: $4.00

Format:
8½" x 11", 3-hole-punched, "how-to" manual
Length: 134 pages

SUMMARY:

Purpose:
A description of 100+ toys and games that can be made for children by parents, child development specialists, teachers, aides, grandparents, or older children. "The toys are not necessarily inexpensive, but they are designed so that they are sturdy. Often they may be cheaper than the same quality commercial toy."

Uses:
An excellent resource for persons interested in ideas and/or instructions for making toys for children from birth through the ages of six or seven.

Comments:
Although the ideas in this manual came from several sources, the authors were careful not to duplicate exact materials from any other source.

Special Features:
Includes diagram, drawing and/or pattern for each idea.

TITLE: *Baby Buggy Book No 1: Have Wagon: Will Travel, Sharing Centers for Rural Handicapped Infants, Toddlers, and Their Parents*

AUTHORS:
Patricia L. Hutinger
Patricia Donsback
Cathy Hommel
Julie Longanecker
Jenny Sharp

PUBLISHER:
Macomb 0-3 Regional Project
A Rural Child/Parent Service
College of Education
Western Illinois University
Macomb, Illinois 61455
1977-1978

Cost: $5.50

Format:
6" x 8" 2-ring, manual
Length: 120 pages

SUMMARY: **Purpose:**
Outlines in detail how and why to set up a "Sharing Center" (a Sharing Center is a place where parents and their youngsters come together to share experiences, activities, and ideas for mutual growth)

TABLE OF CONTENTS:

1. Theoretical Framework for Sharing Centers
2. Procedures for Holding Sharing Centers
    - A. Starting a Sharing Center
    - B. Sample Schedule Timetable
    - C. Basic Concepts for Working with Children Under Three
    - D. Evaluation for Sharing Centers
    - E. Activities:
        1. Gross Motor
        2. Fine Motor
        3. Sensory
        4. Cognitive

F. Suggested Combinations of Activities
G. Snack Ideas and Recipes
H. Collectable Materials
I. Suggested Suppliers

Uses:
A guide for parents, educators, administrators, and child development specialists interested or involved in infant development programs.

Comments:
A useful resource for infant educators and infant development programs.

TITLE: *Baby Buggy Book No. 3: Your House or Ours, Home Visits for Rural Handicapped Infants, Toddlers, and Their Parents*

AUTHORS: Text by Macomb—Project Staff

PUBLISHER: College of Education
Western Illinois University
Macomb, Illinois 61455
1977-1978

SUMMARY: **Purpose:**
A brief overview of rationale, purpose, and process of the Macomb 0-3 Regional Project.

Uses:
Primarily a booklet designed to inform potential participants of the Macomb 0-3 Regional Project. However, the information booklet could serve as a model brochure for other programs or as a means of providing general information about home visits.

TITLE: *Baby Buggy Papers*
A set of 32 working papers written and disseminated by the Macomb 0-3 Regional Project, Western Illinois University, Macomb, Illinois.

The papers are intended to share information which might be of interest to persons involved in designing and/or implementing infant/toddler development programs.

The titles of the papers are listed below and may be purchased as a set for $12 from: Macomb 0-3 Regional Project, College of Education, 27 Horrabin Hall, Western Illinois University, Macomb, Illinois 61455.

Baby Buggy Paper #121—WADE (Water Activities to Enhance Development for Handicapped and High Risk Infants) (8 pages)

Baby Buggy Paper #122—Sharing Centers (3 pages)

Baby Buggy Paper #123—The Sharing Center Kit Concepts (5 pages)

Baby Buggy Paper #124—Six Model Sharing Center Kits (19 pages)

Baby Buggy Paper #131—Using a Mobile Unit in a Rural Infant Project for Handicapped and High Risk Children and Their Parents. (8 pages)

Baby Buggy Paper #140—Developmental Language Chart 0-6 (5 pages)

Baby Buggy Paper #151—Integration of Uzgiris and Hunt *Ordinal Scale I-V of Psychological Development* with the Vort *Behavioral Characteristics Progression Chart.*

Baby Buggy Paper #162—Cross Referencing: Alpern-Boll and REEL with Core Curriculum Items (19 pages)

Baby Buggy Paper #163—Curriculum Development in the Macomb 0-3 Regional Project (15 pages)

Baby Buggy Paper #164—Development of Bi-Yearly Goals (9 pages)

Baby Buggy Paper #165—Activity Plans for Home Visits (5 pages)

Baby Buggy Paper #171—Developing a Referral System (5 pages)

Baby Buggy Paper #172—Development of General Awareness of the Importance of Early Intervention (3 pages)

Baby Buggy Paper #173—What Happens When a Child Turns Three (3 pages)

Baby Buggy Paper #174—Maintaining Communication and Coordination with the Medical Community (8 pages)

Baby Buggy Paper #501—The Story of "Baby Buggy" or the Development of a Project Logo (4 pages)

APPENDIX L. STAFF VITAE

VITA

Patricia L. Hutinger
Professor of Early Childhood Education
Western Illinois University
Macomb, Illinois 61455

I. Education

University of Missouri at Kansas City	B.A.	1962
University of Missouri at Kansas City	M.A.	1965
Indiana University	Ed.D.	1971

Major--Educational Psychology with specialization in human learning and cognition

Minors--Early Childhood Education, Psychology (Social Psychology)

II. Professional Experience

Project Director, Project M.U.S.E. (Microcomputer Use in Special Education)	1982-
Professor, Early Childhood Education, WIU	1977-
Project Director, 0-6 Interdisciplinary Early Childhood Handicapped Personnel Training Project	1977-
Project Director, Macomb 0-3 Regional Project (Demonstration and Outreach)	1975-

III. Committees and Offices Held

Chairperson, HCEEP Rural Network, 1982-

Editor-in-Chief for HCEEP Rural Network Monographs: Making It Work in Rural Communities, 1980 to present

Vice-Chairperson, HCEEP Rural Network, 1980-82.

Illinois First Chance Consortium, 1977 to present, Chairperson, 1980-

Task Force Chairperson, State of the Art, Rural BEH-HCEEP Consortium, 1979-

Board of Directors, Illinois United Cerebral Palsy, 1978 to present

Chairperson, UCPI Professional Services Advisory Committee, 1979-

IV. Research and Grant Awards

A total of $668,929 from 1975-82, U.S. Department of Education, Office
of Special Education, "OUTREACH: Macomb 0-3 Regional Project."

A total of $222,600 from 1977-83, U.S. Department of Education, Office
of Special Education, "0-6 Interdisciplinary Personnel Preparation."

A total of $141,982 and various other awards from 1971-80, Illinois
Office of Education and WIU Research Council for workshops and studies.

A total of $125,000, from $40,000 to $50,000 per year, Illinois Office
of Education for Illinois Early Childhood Handicapped Child Study
Project, federal funding to operate a day care center. Funding
began in 1972 and has continued to the present.

A total of $34,247 from 1982-83, U.S. Department of Education, Office
of Special Education, "Project M.U.S.E."

V. Publications (selected from over 24)

Hutinger, P. Transitional practices for handicapped young children: What the experts say. Division of Early Childhood Journal, 1981.

Hutinger, P. A rural child/parent service outreach project: Basic assumptions and principles. 1980 HCEEP Outreach Project Directors' Conference Proceedings Document, 1981.

Hutinger, P. and Swartz, S. Executive Summary: Illinois Early Childhood Handicapped Research Study. Springfield, Illinois: State Board of Education, in press.

Hutinger, P. The Macomb 0-3 regional project: A service delivery model for children from birth to three in rural Illinois. Rural Services Monograph. Institute for Comprehensive Planning, 1979.

Hutinger, P. and McKee, N. The baby buggy: Bringing services to handicapped rural children. Children Today. Washington, D.C.: Children's Bureau, Department of Health, Education and Welfare, Spring, 1979.

VITA

Kathleen W. McCartan
College of Education
Western Illinois University
Macomb, Illinois 61455

I. Education

Washington State University	B.A. in Elementary Education	1972
University of Washington	Master's of Speech Pathology and Audiology	1974
University of Idaho	Ph.D. in Education, Major in Special Education	1981

II. Professional Experience

Assistant Professor, WIU	1981-
Trainer, OUTREACH: Macomb 0-3 Regional Project, WIU	1981-
Project Manager, Consortium on Adaptive Performance Evaluation, University of Idaho	1977-81
Affiliate Instructor, University of Idaho	1975-77
Developmental Specialist, Child Development Centers, Moscow, Lewiston, Idaho	1974-77

III. Professional Affiliations

American Speech, Language and Hearing Association
Association for Severely Handicapped
Council for Exceptional Children and Division of Early Childhood

IV. Scholarships

Whittenberger Doctoral Fellow, University of Idaho	1980-81
Mental Health and Health Administration Trainee, University of Washington	1973-74
Office of Education Fellow, University of Washington	1972-73

V. Publications

McCartan, K.W. The Communicatively disordered child: Management procedures for the classroom. Hingham, Massachusettes: Teaching Resources Corporation, 1976.

Gentry, D., Bricker, D., Brown, E., Hart, V., McCartan, K. Vincent, L., and White, O. The Adaptive Performance Instrument. Moscow, Idaho: The Consortium on Adaptive Performance Evaluation, 1980.

VI. Presentations

Numerous local, regional, and national presentations on assessment, communication disorders, early childhood handicapped and severely handicapped.

VITA

Bonnie J. Smith-Dickson
27 Horrabin Hall
Western Illinois University
Macomb, Illinois 61455

I. Education

Western Illinois University, Macomb, Illinois Major: English Education Minor: Psychology	B.A., 1973
Western Illinois University, Macomb, Illinois English	M.A., 1974
Western Illinois Univeristy, Macomb, Illinois Additional hours in Psychology, Early Childhood and Family Counseling	1975-1981

II. Professional Experience

Coordinator, OUTREACH: Macomb 0-3 Regional Project Western Illinois University	1981-present
Research Assistant, 0-6 Early Childhood Handicapped Interdisciplinary Personnel Preparation Project, Western Illinois University	1980-1981
Instructor, English, Western Illinois University	1975-1979
Secretary, President's Office and Graduate Office, Western Illinois University	1974-1975
Graduate Assistant, English Department Western Illinois University	1973-1974

III. Presentations

"Working With Parents," Inservice Training for Aides in Mason/Tazewell Special Education Cooperative, Pekin, Illinois	August, 1981
"Parents of High Risk Babies and the Grief Process," St. Francis High Risk Nursery, Peoria, Illinois	September, 1981
"Effective Strategies for Working With Parents," Inservice Training for Teachers and Specialists at Warren Achievement Center, Monmouth, Illinois	October, 1981
"Parents of the Handicapped and the Grief Process," CnEd. 675 class, Western Illinois University	November, 1981

IV. Publications

Hutinger, P., Kutcher, A., Smith-Dickson, B., & Hanners, B. What's rural? An overview of successful strategies used by rural programs for young bandicapped children. Making It Work in Rural Communities: A Rural Network Monograph (ed.) Patricia Hutinger, June, 1981.

Garland, C., et al. Securing funding in rural programs for young handicapped children. A Rural Network Monograph (eds.) Patricia Hutinger & Bonnie Smith-Dickson, June, 1981.

Casto, G., et al. Training, recruiting, and retaining personnel in rural areas. A Rural Network Monograph, Introduction by B. Smith-Dickson (eds.) Patricia Hutinger & Bonnie Smith-Dickson, August, 1981.

Threet, S., et al. Interagency coordination: A necessity in rural programs. A Rural Network Monograph, Introductions by B. Smith-Dickson (ed.) Patricia Hutinger, August, 1981.